Teacher's Book

# WIN SKILLS

**JD Éditions**
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## Forword

Dear colleagues,

**Win skills** is a new collection of student's books for ivorian schools. It is designed specifically for teenage students in the first cycle of secondary school. It has been prepared according to the Competency-Based Language Teaching (CBLT) syllabus.

**Win skills 4e** contains 8 units, divided into three lessons each. The lessons are also divided in 3 sessions. Students are directed by an arrow to the *Consolidation* session at the end of each unit. The *Consolidation* session covers one or two page (s) depending on editorial requirements.

The aim of this teacher's book is to give you suggestions for classroom management. They should not be taken for granted. This is the reason why time limits have been removed from the instructions. In fact, timing of exercises or activities within a lesson varies according to the difficulty of the task and the abilities of the students. Pictures have been selected to best fit your students' learning needs. The activities are designed for this sake. Be prepared to bring realias to improve your teaching.

Good preparation for the lessons is most important. You should read through and thoroughly understand the aims and suggestions before going to class. We have offered you a brief and concise comment for each section in the presentation note which appears in the very beginning of the student's book. Consult it if necessary for a better understanding of the teaching approach.

As you can see, various quotes, sayings and popular proverbs have been added to the 4e student's book. They have been designed to act as lead-ins. The aim is to sharpen the learner's curiosity for the subject under study. Although optional, you can whet students' appetite by using them. Knowing that some of those quotes come from famous personalities like Bob Marley, Martin Luther King, Bill Gate, etc. you can never imagine what source of motivation they can be for the kids.

For each lesson, what to put on the board for students to copy is up to you. The *Let's keep in mind* heading may help. But, it should not be systematic. Please, feel free to improve or put them differently. You are the only master of your class.

In this teacher's book, some proposals have been made to assist you in the feedback sessions, as far as *Communication activities* are concerned. They should not be taken for granted. Students are expected to use their abilities

to create original exchanges based on some models. They should feel free in their writing activities. Don't hurry to reveal our proposals as time saving tools. Give as much prompts as you can to guide students for genuine productions.

One of the particularities of **Win Skills 4e**, and not the least, is the 8 tests it contains. They are normative and summative assessments in the format of BEPC exam. Please, make your students optimize their chances of success by assigning them those tests as homework.

In **Win skills** student's books, the four skills (*Speaking, Writing, Listening and Reading*) are equally treated according to the official syllabus. Therefore, it's our pleasure to inform you that *Listening* podcasts are available on the official Internet site of the publisher. You should download and use them in order to enhance your teaching. You may need the help of your PU chairman or the regional Adviser to collect the Internet site address of the publisher. Morever, feel free to get in touch with some of the authors you may know for extra recommendations or suggestions.

May the use of our book be an enriching experience for you.

The authors

# UNIT 1 : LIFE AT SCHOOL (Speaking)

## LESSON 1 : MY LAST HOLIDAYS

**Lead-in :** Ask students to turn to page 9. Then, ask them to read the quotation from Fbstatutquotes.com at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place back from the holidays. |
| On what occasion is it taking place ? | During an English class |
| Where is the scene taking place? | It's taking place in College Moderne Diarabana. |
| What are the students of 4e doing ? / Why ? | They're talking about how they spent their holidays / in order to share their experiences. |
| What will the lesson be about ? | The lesson will be about holidays' activities. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Anzoua and Adja aloud to the students.
- Tell them to follow and listen while you are reading. Allow them a couple of minutes to read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to holidays' activities.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students

to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, Boys, etc. can be applied).

- Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the formation, the pronunciation and the use of the past simple of regular and irregular verbs.
- Ask them to repeat after you.
- Illustrate them on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify the pictures by their descriptions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers: 1-** Playing football **/ 2-** Watering crops **/ 3-** Killing birds with a slingshot **/ 4-** Swimming in the river **/ 5-** Fishing **/ 6-** Working on the farm **/ 7-** Riding a bicycle **/ 8-** Setting a trap

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to put the verbs between brackets in the correct tenses and forms.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- went (example) / 2- spent / 3- helped / 4- worked / 5- swam / 6- played

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

| -ed /d/ | -ed /t/ | ed /id/ |
|---|---|---|
| Cared ; raised ; calmed ; loved ; organized ; called ; fined | Stopped ; coughed ; walked ; locked ; stretched ; looked; fixed ; mixed | Waited ; visited ; added tempted ; intended ; listed mounted ; animated |

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Anzoua and Adja aloud to the students.
- Tell them to follow and listen while you are reading.
- Allow them a couple of minutes to read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to holidays' activities.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

.**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the use of the past simple of the auxiliaries "to be" and "to have".

- Ask them to repeat after you. Illustrate them on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify the pictures by their descriptions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- Visiting zoo / 2- Listening to music / 3- Coming back from shopping / 4- Watching TV / 5- Resting / 6- Sunbathing at the beach

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to put the verbs between brackets in the correct tenses and forms.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.
- Ask a few pairs to practise the conversation.

**Expected answers :** 1- were you / 2- I was / 3- Did you go / 4- I went / 5- Did you have / 6- we had

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- was / 2- was / 3- was / 4-had / 5- was / 6- were

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the class to turn to page 14.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then, call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**Communication activity**

**Lamine :** Hello, my friend ! How are you doing ?

**You (1) :** Hi, Lamine ! I am doing well. How about you ?

**Lamine :** I am fine, thanks. Tell me, where did you spend your holidays ?

**You (2) :** I spent my holidays in my village.

**Lamine :** Really ! What did you do ?

**You (3) :** I did many things such as going to farm, hunting, fishing, playing football with friends and revising my lessons.

**Lamine :** Did you enjoy yourself during that period ?

**You (4) :** Yes, I did.

**Lamine :** Thanks for telling me about your last holidays.

**You (5) :** You are welcome !

## LESSON 2 : MY SCHOOL MEMORIES

**Lead-in :** Ask the students to turn to page 15. Then, ask them to read the quotation from Mithilesh Ranjan at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place at a birthday ceremony. |
| On what occasion is it taking place ? | At a birthday party |
| Where is the scene taking place ? | It is taking place at home. |
| What are the students of 4e doing ? / Why ? | They're talking about their primary school experiences in order to exchange their school memories. |
| What will the lesson be about ? | It will be about school memories. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to school memories.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express habits.
- Ask them to repeat after you. Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify the pictures by their descriptions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- To fetch water for the school master / 2- To clean the school yard / 3- Fighting / 4- To raise the national flag / 5- To chat in class / 6- Reciting a poem / 7- To cheat in tests / 8- To bully small pupils.

Exercise 2 :

- Pair work
- Give the students a few minutes to complete the conversation in pairs.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.
- Choose a few pairs to practise the dialogue.

**Expected answers :** Ex : 1- what did the big boys use to do ? / A (2): Did ywou use to cheat during the tests ? / A (3) Did you use to clean the school yard ?

## C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-c / 2-e / 3-g / 4-b / 5-f / 6-a / 7-d

## LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

## A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to school memories.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used to express obligations in the past.
- Ask them to repeat after you. Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify each picture by its description from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- To coloriate / 2- To compete in a race / 3- To rote learn / 4- To sing / 5- To weed the school garden / 6- To play marbles/ 7- To draw/ 8- To flog the pupils

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to do the task.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :**

Past habits

1- I used to fight with friends
2- I used to chat with my neighbour.
3- I used to cheat in tests.

Obligation actions in the past

1- I had to fetch water for the master.
2- I had to weed the school garden.
3- I had to rote learn the lessons.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- marbles / 2- compete / 3- Flog / 4- coloriate / 5- sing

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 20.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).

- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**Communication activity**

**John :** Hello, buddy ! I still have happy school memories. I was a very good student when I was in primary school. How about you ?

**You (1) :** I was a hardworking student.

**John :** Oh really ! What did you use to do ?

**You (2) :** I used to fetch water for the school master, to learn my lesson, to weed the school garden etc.

**John:** Do you still do the same things today ?

**You (3) :** No, I don't.

**John:** What did you have to do when you behaved badly at school ?

**You (4) :** When I behaved badly at school, I had to apologize to the school master and classmates.

**John :** Were there bullies in your school ?

**You (5) :** Yes, they were.

**John :** What did they use to do ?

**You (6) :** They used to bully small pupils, chat in class, cheat in tests and fight.

**John :** How did your teachers treat them ?

**You (7) :** Our teachers used to flog them.

## LESSON 3 : SCHOOL WORK

**Lead-in :** Ask students to turn to page 21. Then, ask them to read the quotation from Oprah Winfrey at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place during the English class. |
| On what occasion is it taking place ? | When the students received the papers of their first test in English. |
| Where is the scene taking place? | It's taking place in the classroom (at school). |
| What are the students of 4è doing? / Why ? | They're discussing about their marks in order to improve them. |
| What will the lesson be about ? | It will be about school work. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Melki and Blédja aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- sk a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to school work.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2 (Language function)**

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express conditions (type I).
- Ask them to repeat after you. Illustrate the structure on the board. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to complete the sentences with the words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- grade / 2- school subjects / 3- learn / 4- participate / 5- average / 6- sit for / 7- pass

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to choose the best options between brackets to express conditions (type I).
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- will be / 2- practise / 3- will appreciate / 4- will get / 5- ask

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** Example 1- works / 2- has / 3- will do / 4- will speak / 5- finish

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A - LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Arnaud and Prisca aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to school work.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express conditions (type II).
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the words or expressions in Column A with their meanings or synonyms in Column B.

- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- b (example) / 2- d / 3- a / 4- e / 5- c

Exercise 2 :

- Pair work.
- Give the students a few minutes to put the verbs in brackets in the appropriate tense to get sentences expressing conditions (type II).
- When time is over, ask the class to stop and conduct feedback :
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- had / 2- would go up / 3- did / 4- would get / 5- got

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- would succeed / 2- would get / 3- did not hurry up / 4- improved / 5- would speak

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 26.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**Communication activity**

**Betty :** Hello my friend !

**You (1) :** Hi my dear !

**Betty :** What are your current school results ?

**You (2) :** I did well! I got 18/20 in English; I was the top in French with 17/20 as average and the same average in Mathematics.

**Betty :** Ok ! But if I had time before, I would go to your house last weekend to revise.

**You (3) :** That would be great / good for you.

**Betty :** Great ! We have to work together. If we work together, we will have excellent grades.

**You (4) :** Yes, of course.

**Betty :** Good bye !

**You (5) :** Good bye !

## LET'S CONSOLIDATE 1

Ask the students to do the different activities to consolidate their knowledge.

**I. Activity**

**Expected answers :** 1- school subjects (example) ; 2- participating in class ; 3- raising the national flag ; 4- sitting for an exam ; 5- coming back from shopping ; 6- killing birds with a slingshot

**II- Activity**

**Expected answers :**

1- A : What did Kate use to do ?
   B : She used to listen to music.
2- A : What did Herman use to do ?
   B : He used to cheat in tests
3- A : What did students use to do ?
   B : They used to clean the schoolyard
4- A : What did Alan use to do ?
   B : He used to bully small boys.

### III- Activity

**Note :** The dialogue below is a simple example. You should not take for granted. Encourage students to do their own production

**John :** Hello, my friend ! How are you doing ?

**You (1) :** Hi, John ! I am doing well. How about you ?

**John :** By the grace of the Lord, I am ok; now, tell me, do you remember about your primary school ?

**You (2) :** Yes, I do.

**John :** What did you use to do ?

**You (3) :** I used to do many things such as cleaning school yard, raising national flag. I also used to rote learn my lesson.

**John :** Great ! What didn't you use to do ?

**You (4) :** Well ! I didn't use to cheat during tests, to bully small boys.

**John :** OK, how did the school master treat bad students?

**You (5) :** The school master used to punish or flog them.

**John :** Thanks for telling me about your past habits.

**You (6) :** You are welcome.

LET'S HAVE FUN

Encourage students to learn the poem and get ready to recite it next time.

# UNIT 2 : WOMEN AT WORK (Speaking)

## LESSON 1 : WHAT CAN VILLAGE WOMEN DO ?

**Lead-in :** Ask students to turn to page 29. Then, ask them to read the quotation from Melania Chiponda at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place at a celebration of women's day organized by the US Embassy. |

| | |
|---|---|
| On what occasion is it taking place ? | At a women's day celebration. |
| Where is the scene taking place ? | It's taking place in my school. |
| What are the students of 4e doing ? / Why? | They are giving a speech about rural women's activities in order to show their courage and honour them. |
| What will the lesson be about? | It will be about rural women's activities. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to rural women's activities.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading. Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Then, lay the stress on the key structures used to express abilities and inabilities.

- Ask them to repeat after you.
- Illustrate the structures on the board.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify the pictures by using the phrases from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - Ask students to suggest their answers.
  - Write the correct answers on the board.

**Expected answers :** 1- to do the washing-up / 2- to collect firewood / 3- to do the laundry / 4- to babysit children / 5- to cook meal / 6- to fetch water

Exercise 2 :

- Pair work
- Give the students a few minutes to use the correct option between brackets to complete each sentence.
- When time is over, ask the class to stop and conduct feedback :
  - Ask students to suggest their answers.
  - Write the correct answers on the board.

**Expected answers :** 1- go / 2- can / 3- read / 4- can / 5- do

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- sweeps /2- fetch /3- washing-up / 4- firewood / 5- does / 6- can / 7- can't

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

## A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to village women's activities.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used for reporting.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to study the speech and identify its different parts.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- B / 2- C / 3- E / 4- A / 5- D

Exercise 2 :

- Pair work
- Give the students a few minutes to read the statements and report them to their neighbours.
- When time is over, ask the class to stop and conduct feedback :
  - Ask students to suggest their answers.
  - Write the correct answers on the board.

**Expected answers :**

1- Awa and Zeinab said proudly that they could set up their own business. (example)
2- The teacher revealed that most rural women couldn't read and write.
3- My grandma told me that she could walk on a long distance to fetch water from the river.
4- Liza told her sister that men couldn't give birth to children like women.
5- My father convinced me that women could work on a farm.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- rural / 2- chores, / 3- gets up / 4- sweeps / 5- breastfeeds / 6- fetch / 7- cooks breakfast / 8- wash the dishes / 9- go to field

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 34.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.

- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a speech to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own speech.

**Example :**

**Communication activity**

Good morning ladies and gentlemen !

Welcome to this International Women's Day celebration. I would like to seize this opportunity to tell you that it is very important to celebrate women because they do many activities, especially rural women. For example, they do all the domestic chores ; they cook to feed the whole family. They can do farm works. They can also work from morning to evening without complaining. They can take care of children and they can carry heavy loads on long distances. Unfortunately, most of them can't read and write. They are very courageous and brave. So, they need to be encouraged.

Thank you for attending this ceremony !

## LESSON 2 : WOMEN HAVE RIGHTS AND DUTIES TOO !

**Lead-in :** Ask students to turn to page 35. Then, ask them to read the quotation from Hilary Clinton at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place after taking part in a conference about women's rights and duties. |
| On what occasion is it taking place ? | After the conference |
| Where is the scene taking place ? | It's taking place in my school. |

| | |
|---|---|
| What are you doing ? / Why ? | We're reporting what we learnt about women's rights and duties to our classmates in order to inform them about the issue. |
| What will the lesson be about ? | It will be about women's rights and duties. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to women's rights and duties.
- Model the pronunciation of each word, then associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word on the board and illustrate it.
- Do the same for each word.

**Listen and repeat 2** *(Language function)*

- Name a « strong » student to read the statement in the bubble.
- Lay the stress on the key structure used to compare with short adjectives. Ask the students to repeat after you. Illustrate the structure on the board.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the words in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1-d / 2-c / 3-f / 4-b / 5-g / 6-h / 7-a / 8-e

Exercise 2 :

- Pair work
- Give the students a few minutes to put the adjectives in brackets in their comparative forms.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- higher / 2- longer / 3- richer / 4- better / 5- weaker / 6- stronger

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- duty / 2- weaker /- fight / 4- empowerment / 5- right

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.

- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to women's rights and duties.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the statements in the bubbles to the students.
- Lay the stress on the key structure used to compare with long adjectives. Ask them to repeat after you. Illustrate the structure on the board.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to complete each sentence with the appropriate word or expression from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- responsibilities ; 2- look afte r; 3- support ; 4- harassment ; 5- segregation ; 6- rallied

Exercise 2 :

- Pair work
- Give the students a few minutes to put the adjectives in brackets in their comparative forms.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- more hardworking ; 2- more difficult ; 3- more educated ; 4- more expensive ; 5- more hopeful

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

| Women have the right to | Women have the duty to |
|---|---|
| Free speech ; own their business ; have food security and nutrition ; have a decent standard of living ; vote for a political leader | respect their husbands ; take care of the children ; pay taxes to the government |

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 40.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbour).
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**Communication activity**

On the occasion of the celebration

**You** : Hello, Mrs. Sixsay. I would like to ask you a few questions about women's rights and duties.

**Mrs. Sixsay (1) :** OK! I am all ears.

**You**: What rights do women have ?

**Mrs. Sixsay (2) :** Well! Women have many rights. They have right to protection, to have a say, to own their business and they have right to vote. In a nutshell, women have the same right as men.

**You**: Do they have duties too ?

**Mrs. SixSay (3) :** Yes, of course as all human beings.

**You**: Can you list some of these duties ?

**Mrs. SixSay (4) :** Okay ! Women have the duty to respect their husband, to cook for the family, to take care of children and babysit the children. They even have the duty to support their men in running the family affairs.

**You**: It's believed that most of the time their rights violated. Can you enumerate some of the abuses they are victims of ?

**Mrs Sixsay (5) :** Yes ! Unfortunately, despite the important role they play in daily lives, women undergo many injustices. They are most of time victims of sexual harassment, gender segregation and exploitation from men.

**You**: Now, in your opinion, what can be done to protect women's rights ?

**Mrs Sixsay (6) :** Thanks for asking this question! I think that the fight for women's rights is a concern for all of us, men and women. We must start by empowering women in all the aspects of life; we must respect women's rights and denounce any violation of these rights; segregation, sexual harassment and violence in any forms towards women must be stopped.

**You :** Thanks, Madame. Now, I think I am better informed and can be a good defender of women's rights.

## LESSON 3 : ZEINAB MUST ALSO GO TO SCHOOL !

**Lead-in :** Ask the students to turn to page 41. Then, ask them to read the quotation from Mandy Hale at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note**: Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At which moment is the scene taking place ? | The scene is taking place on the occasion of Women's day organized in my school by the British Embassy |
| On what occasion is it taking place ? | During the celebration of the Women's Day |
| Where is the scene taking place ? | It's taking place in my school. |
| What are the students of 4e doing ? / Why ? | They're giving a presentation on the importance of girls' schooling in order to sensitize the population. |
| What will the lesson be about ? | It will be about the importance of sending girls to school. |
| What main skill are we going to develop ? | It's ***speaking.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to girls' schooling.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express opinions.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - <u>LET'S PRACTISE</u>**

<u>Exercise 1</u> :

- Individual work / Pair work

- Give the students a few minutes to match the words in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- f (example) / 2- d / 3- a / 4- e / 5- c / 6- b

<u>Exercise 2</u> :

- Pair work

- Give the students a few minutes to prepare their dialogue.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

**<u>Example</u> :**

1- A : Should girls stay at home and do housework
2- B : For me / in my opinion, girls' place is at school.
3- A : Is it the children's duty to pay for their school fees ?
   B : For me, it's the parents' responsibility to pay for it.
4- A : Should only boys be sent to school ?
   B : In my opinion, both boys and girls should have access to education.
5- A : Are girls smarter than boys ?

B : In my opinion, girls are as intelligent as boys.

6- A : Is girls'schooling a waste of time and money ?

B : For me, educating women has a lot of advantages.

7- A : Is child labour a crime ?

B : For me, it's against the law to make the children work.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- F ; 2- T ; 3- F ; 4-F

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures and try to understand them.
- Model the pronunciation of each word or expression, associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for all the words.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express opinions.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to complete the sentences with the words or phrases from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- school fees (example) / 2- sexual harassment / 3- domestic chores / 4- early pregnancy / 5- scholarship / 6- boarding schools

Exercise 2 :

- Pair work

- Give the students a few minutes to choose the best options to express opinions.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  write the correct answers on the board.

**Expected answers :** 1-c (example) / 2-b / 3-b / 4-c

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- I believe that some parents refuse to send girls to school because of early pregnancy of schoolgirls.

2- I think that the drawbacks of women's illiteracy are numerous. They can't read and write. They are not aware of their rights. So, they are mistreated in their different families.

3- I believe that building boarding schools and punishing sexual harassment can reduce early pregnancy at school.

4- I think that both girls and boys are intelligent at school.

5- I believe that giving scholarship, awarding schoolgirls can help promote girls' schooling.

**NB :** The answers above are just examples. Don't take them for granted.

Encourage students to produce their own sentences.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the class to turn to page 46.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a production to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**Communication activity**

Honorable guests, ladies and gentlemen,

I'm proud to be in front of you today to deliver a talk about an important issue: the obstacles to young girls' schooling. I believe that some girls don't go to school or abandon school for several reasons.

First of all, some abandon school because of early pregnancies since it is a shame for them to go to school being pregnant. Others put an end to their education because of sexual harassment from some teachers and members of the administration.

However, sending girls to school has many advantages. It allows them to know their rights and fight for them. In addition, they can occupy high positions in government. Let's remember the famous statement which says that educating a woman is educating a whole nation.

To promote girls' education, I think that government should build boarding

schools for them. It should also reduce school fees free to help parents send them to school. It should give them scholarships and reward the best schoolgirls.

To conclude, I would like to invite all the parents to send their daughters to school because we can't build a strong nation without educated women.

Thanks.

**LET'S CONSOLIDATE 2**

Ask the students to do the different activities to consolidate their knowledge.

**I. Activity**

**Expected answers :**

B (1) : I believe it's very good for girl to go to school.

B (2) : I think school develops girls' potentials.

B (3) : I believe empowerment is the main benefit / I believe the main benefit is empowerment.

B (4) : I think the improvement of girls' skill is another benefit / I think another benefit is the improvement of girls' skill.

**II. Activity**

**Expected answers :** 1- duty (Example) ; 2- babysitting ; 3- work ; 4- gives

**III. Activity**

**Expected answers** 1- can't (example) ; 2- can't ; 3- can ; 4- can't

LET'S HAVE FUN

Ask the students to learn the poem by heart and get ready to recite it.

# UNIT 3 : TRAVELLING (Writing)

**LESSON 1 : HOW DO YOU GO TO SCHOOL ?**

**Lead-in :** Ask the students to turn to page 49. Then, ask them to read the quotation from Dolly Parton at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for a general comprehension of the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On which occasion is the action taking place ? | The action is taking place during an English Club meeting. |
| Where is the scene taking place ? | It's taking place in Lycée Moderne of Anyama. |
| What are the students of 4e doing ? / Why ? | They're writing a paragraph about the different means of transport in their country in order to inform their Nigerian pen-friend about them. |
| What is the lesson going to be about ? | It's going to be about different means of transports. |
| What skill are we going to develop ? | The skill to develop is ***writing.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures about means of transport.
- Model the pronunciation of each word, associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word on the board and illustrate it.
- Do the same for all the words.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express likes and dislikes.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to fill in the paragraph with the words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- taxi (example) ; 2- plane ; 3- ship ; 4- bus ; 5- boat

Exercise 2 :

- Pair work
- Give the students a few minutes to prepare their conversations in pairs.
- When time is over, ask the class to stop
- Choose a few pairs to practise their dialogues.

**Expected answers :**

1- Student A : What does Yahoua like and dislike ?
2- Student B : He likes taxis, but he dislikes horses.
3- Student A : What do Ignace and Mary like and dislike ?
4- Student B : They like school bus, but they dislike boats.
5- Student A : What does Marius like and dislike ?
6- Student B : Marius likes airplanes, but he dislikes ships.
7- Student A : What does Doudou like and dislike ?
8- Student B : Doudou likes helicopters, but he dislikes airplanes.
9- Student A : What do Doumbia and I like ?
10- Student B : We like taxis, but we dislike boats.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers** : 1- HORSE / 2- SHIP / 3- SCHOOL BUS / 4- HELICOPTER

I like the horse, ship and school bus ; but I dislike the helicopter.

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures related to means of transport.
- Model the pronunciation of each word, associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word on the board and illustrate it.
- Do the same for each word.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used for comparisons (short and long adjectives).
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
  - Give a few minutes to the students to match each part in column A with its description in column B
  - Ask them to compare their answers with their neighbours'.
  - When time is over, ask the class to stop and conduct feedback :
    - ask students to suggest their answers.
    - write the correct answers on the board.

**Expected answers :** 1- b ; 2- c ; 3- a

**a-** **Expected answers :** The text is about means of transport. I find the answer in the topic sentence.

**b-** **Expected answers :** Thirteen means of transport are mentioned in the text. They are cars, vans, coaches, buses, motorbikes, feet, horses, helicopters, planes, water buses, ships, yachts and trains.

Exercise 2 :

- Pair work
- Give the students a few minutes to comparative meaningful sentences.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- A plane is faster than a van.
2- A car is slower than a train.
3- A scooter is more comfortable than a bicycle.
4- Travelling by motorcycle is faster than going on foot.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- The train is longer than the car.
2- The scooter is more expensive than the bicycle.
3- The plane is more comfortable than the ship.
4- The van is faster than the bus.
5- Travelling on foot is more tyring than riding a motorcycle.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

**Communication activity**

- Tell the students to turn to page 54
- Give a few minutes to students to read individually and silently the letter and the instructions of the activity.

- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually to write the reply of the letter.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (two different students) to come and present their productions before the rest of the class.
- With the whole class, build a reply of the letter to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own letter.

**Sample of production**

*21 P.O Box 552 Abidjan 11*

*10 August 2020*

*Dear OKPARA,*

*Hello ! I'm doing well here and I think it's the same for you. In my country, there are several means of transport. I live in Abidjan. To go to school or work, some people use buses called "SOTRA", mini-buses called "Gbaka", or taxis called "Woro Woro". Others go on foot, by boats or canoes. Most people like taking taxis because they are faster and more comfortable. They dislike buses because they are often crowded although they are cheap. To move from one city to another, you can take mini-buses, coaches and planes. I hope, you will come and visit me very soon.*

*Sincerely yours*

*(Name + signature)*

## LESSON 2 : AT THE AIRPORT

**Lead-in :** Ask the students to turn to page 55. Then, ask them to read the quotation (English saying) at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is it taking place ? | After my travel by plane. |

| | |
|---|---|
| What have you decided to do ? / Why ? | I have decided to write a paragraph to describe my travel to my friend. |
| What will the lesson be about ? | It will be about air travel. |
| What main skill are we going to develop ? | It's ***writing.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures related to air travel.
- Model the pronunciation of each word or expression, associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for all the words.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express preferences.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to reorder the letters in order to obtain words or groups of words related to air travel.

- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.
- Put them on the board.

**Expected answers :** 1- Runaway ; 2- To land ; 3- Boarding pass ; 4- Departure Board

Exercise 2 :

- Pair work
- Give the students a few minutes to complete the sentences with the words or groups of words from the box.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- would ; 2- rather ; 3- prefer to go ; 4- to stay ; 5- rather stay ; 6- prefer

### C - LET'S TAKE HOME

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

would rather : 1- I would rather drink cold water ; 2- I would rather travel by bus ; I would rather visit New York.

would prefer : 1- I would prefer to visit my parents ; 2- I would prefer to stay home; I would prefer to go to my village by bicycle.

### LET'S KEEP IN MIND

At the end of the session, advise the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A - LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures related to air travel.
- Read the text aloud to the students.

- Tell them to follow and listen while you are reading. Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions related to air travel.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the use of the superlative Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - <u>LET'S PRACTISE</u>**

<u>Exercise 1</u> :

- Individual work / Pair work

- Give the students a few minutes to identify the different parts of the informal letter.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :

  ask students to suggest their answers.
  write the correct answers on the board.

**Expected answers :** 1-D (example) ; 2- F ; 3- E ; 4-B ; 5- A ; 6- C

<u>Exercise 2</u> :

- Pair work

- Give the students a few minutes to put use the superlative form of the adjectives in brackets.

- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- What is the best airplane company in West Africa ?
2- Air Cote- d'Ivoire is the most comfortable company in West Africa.
3- FHB international airport is the biggest of the country.
4- The plane is the fastest means of transport in the world.
5- The plane is the safest means of transport.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- The plane is the most expensive.
2- The airport is the biggest.
3- A pilot is the most competent.
4- Travelling by plane is the safest.
5- An identity is the most common.
6- An airport is the most crowded.

**Note :** Any other correct answers can be accepted.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the students to turn to page 60
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.

- Then call on named students (at least two pairs) to come and present their productions out to the class.
- With the whole class, build a model to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own letter.

**Sample of production**

*P.O Box 425 Bondoukou*

*(Côte d'Ivoire)*

*August, 23rd 2022*

*Dear Kyle,*

*How are you doing ? I hope you're fine. As for me, I'm doing well. I'm writing this letter to give you some of my news. But beforehand, I'd like to thank you for inviting me in New York. As you can imagine I had a wonderful moment. My flight back home was also marvelous. I was amazed by everything I saw during the travel. The airport of New York is older than that of Félix Houphouët Boigny. It is also the biggest and the most crowded. During my travel, I chose two air companies, Air France from Abidjan to Paris and Express Jet Airlines from Paris to New York. I liked travelling with these companies and I suggest them to you if you decide to visit my country because their pilots are experienced and professional and their planes are very comfortable.*

*I'm looking forward to hearing from you. So, write back as soon as you receive this letter.*

*Take care.*

*Best regards !*

*(Name + signature)*

## LESSON 3 : LET'S VISIT TOURIST SITES

**Lead-in :** Ask the students to turn to page 61. Then, ask them to read the quoted (from Russian proverb) at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is it taking place ? | During a competition organised by the British Embassy. |
| Where is the scene taking place ? | It's taking place in Lycée. Moderne 2 of Attécoubé. |
| What are the students of 4e asked to do ? / Why ? | They're asked to write an article promoting tourist sites in their country. |
| What will the lesson be about ? | It will be about tourist sites.-ç_ |
| What main skill are we going to develop | It's ***writing.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the paragraph aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to tourist sites.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to make suggestions.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to describe tourist sites in Grand Bassam.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- the women's monument (example) ; 2- the craft market ; 3- the old post office ; 4- the museum ; 5- the beach

Exercise 2 :

- Pair work
- Give the students a few minutes to get prepared.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1. How about visiting Grand-Bassam
2. Let's go to the beach of Grand-Bassam.
3. Why don't we go to museum of costumes ?
4. Let's go to see the women's monument.
5. How about visiting the old office of Grand-Bassam ?

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- Why don't we visit the old post office ?

1- Let's go to visit the women's monument.
2- Why don't we go relaxing at the beach ?
3- Why don't we go and buy souvenirs at the craftsmen market ?
4- How about going to see the Basilica of Yamoussoukro ?

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to tourism.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to accept and refuse suggestions.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the numbered parts to their descriptions.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :

  ask students to suggest their answers.
  write the correct answers on the board.

**Expected answers :**

1- Title of the article
2- Topic sentence
3- Body of the article
4- Concluding sentence
5- Signature (or author's name)

Exercise 2 :

- Pair work
- Give the students a few minutes to get prepared for the task.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- Accepting (example) ; 2- Refusing ; 3- Accepting ; 4- Refusing

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

| Making suggestions | Accepting suggestions | Refusing suggestions |
|---|---|---|
| - Why don't we ... ?<br>- Let's... | - That would be good.<br>- That is interesting.<br>- Yes, that is a good idea.<br>- Why not ? | Bad idea !<br>Sorry, but ... |

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the class to turn to page 66.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students to come and present their productions out to the class.
- With the whole class, build an article to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own letter by themselves.

**Example :**

**YAMOUSSOUKRO, THE CITY OF WONDERS**

Capital city of Côte d'Ivoire and native city of the first president of the country, Yamoussoukro is full of wonderful places to visit. Everything in this city seems to have been designed to attract visitors. In Yamoussoukro, one can visit the biggest basilica of the world namely the Basilica of Our Lady of Peace, the Foundation Félix Houphouët Boigny for the search of peace, the Lake of crocodiles, Hotel President and its recent stadium. Yamoussoukro is a very beautiful city with its large streets and luxurious resorts.

For what it represents, it is worth coming and visiting this city.

N'GUETTIA MARDOCHÉE

## LET'S CONSOLIDATE 3

Ask the students to do the different activities to consolidate their knowledge.

**Expected answers :**

**I- Activity**

1- e (example) ; 2-c ; 3-b ; 4-a ; 5-d ; 6-f

**II- Activity**

a- The Mercedes is the most expensive car I have ever seen.
b- The pupil who is coming is the best student of our school.
c- Jane and Benny are the worst singers of the team.
d- My new car is the fastest of the town.

**III- Activity**

1- B : How about visiting Grand-Bassam ?
2- B : Let's cross the Victory Bridge of Grand-Bassam.
3- B : Why don't you visit the Museum of Costumes ?
4- B : How about going to the beach of Grand-Bassam ?
5- B : Why don't you go to see the Women's Monument ?
6- B : Let's take a walk tour to the craft market of Grand-Bassam.

**LET'S HAVE FUN**

Recommend students to learn the poem and get ready to recite it.

# UNIT 4 : FASHION (Writing)

## LESSON 1 : TRADITIONAL AND MODERN OUTFITS

**Lead-in :** Ask the students to turn to page 69. Then, ask them to read the quotation from Thomas Fuller at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is it taking place ? | On the occasion of the celebration of cultural Day. |
| Where is the scene taking place ? | It's taking place in Lycée Moderne Divo. |

| | |
|---|---|
| What are the students of 4e doing ? / Why ? | They're writing a paragraph in order to describe the clothes people wear in their regions during special events. |
| What will the lesson be about ? | The lessons will be about traditional and modern clothes. |
| What main skill are we going to develop ? | It's ***writing.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the clothing items.
- Model the pronunciation of each word / expression, associate the sound of the word / expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word / expression on the board and illustrate it.
- Do the same for each word / expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students. Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to ask and answer questions about what people are wearing.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to complete the paragraph with the words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- Kamanje bubu (example) ; 2- Tapa cloth ; 3- Kita ; 4- Mud cloth ; 5- Danfani ; 6- Kente cloth ; 7- Bazin bubu ; 8- Dashiki dress

Exercise 2 :

- Pair work
- Give the students a few minutes to prepare their conversations.
- When time is over, ask the class to stop and conduct feedback :
  - ask a few pairs to practise their conversations.
  - write the correct answers on the board.

**Expected answers :**

1- A : What are these elderlies wearing ?
   B : They are wearing kamanje bubus.
2- A : What is Osei wearing ?
   B : He is wearing Kente Clothes.
3- A : What are Kipré and Ozoua wearing ?
   B : They are wearing tapa clothes.
4- A : What is Anzoua wearing ?
   B : He is wearing a mud cloth.
5- A : What is Abdul wearing ?
   B : He is wearing a bazin cloth.

## C - LET'S TAKE HOME

Ask the class to do the exercise at home and get prepared for feedback next class.

**Example :**

My name is ADOU. I'm from Bondoukou region. In my region, people wear the traditional cloth called KITA during ceremonies such as funerals, settlement of a new king, weddings and during the visit of a very important person.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to modern clothes.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used for giving reasons.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to use the words or expressions from the box to identify the pictures.

- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- Cap (example) ; 2- tights ; 3- flowery dress ; 4- striped shirt ; 5- bandana ; 6- silk sweater ; 7- denim miniskirt; 8- tie

Exercise 2 :

- Pair work
- Give the students a few minutes to prepare their conversations.
- When time is over, ask the class to stop and conduct feedback :
  - Ask a few pairs to practise their conversations.
  - encourage their classmates to pay attention and react when a mistake appears.
  - write the correct answers on the board.

**Expected answers :**

1- A : Why is Hamed wearing a suit ?
   B : Hamed is wearing a suit because he works in an office.
2- A : Why does Alice wear a bandana ?
   B : Alice wears a bandana because it is stylish.
3- A : Why do you put on a cap ?
   B: I put on a cap because of the sun.
4- A : Why are the children wearing their silk sweater ?
   B : They are wearing their silk sweater because the weather is cold.
5- A : Why do you like trainers ?
   B : I like trainers because of their comfort.
6- A : Why is Mabindia wearing tights ?
   B : Mabinda is wearing tights because she's going jogging.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- Kadi likes kente clothes because of their beauty. (example)
2- People like wearing a neck tie because of their position in the administration.

3- Affia likes to put on a bandana because of the fashion show.
4- Doukou prefers bazin fabrics because of their quality.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Ask students to turn to page 74.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two) to come and present their productions out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybooks.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

Hello, Christ Emmanuel,

I hope that you're fine. I'm right now in Divo paying a visit to my classmate Kouka. I'm attending a traditional wedding ceremony of Dida people. Here is the ceremony on the picture. The bride and the groom wear a traditional outfit named tapa cloth for this ceremony. The other people attending the ceremony can wear different types of clothes of their choice. So, we have some people wearing modern clothes like caps, trainers, denim trousers, hats, striped shirts and suits.

Other people like the elders like traditional clothes because they want to preserve their tradition whereas young people prefer modern outfits because of fashion.

Write back to tell me about traditional clothes of your country. Take care !

Best regards !

Your friend Herman Kipré

## LESSON 2 : READY FOR THE FASHION SHOW !

**Lead-in :** Ask the students to turn to page 75. Then, ask them to read the quotation from Bill Cunninghan at the right corner and try to comment on it. Allow 2 minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is it taking place ? | During the Accra Fashion Week |
| Where is the scene taking place ? | It's taking place at school. |
| What are you asked to do ? / Why ? | I'm asked to write a paragraph describing a fashion show in order to inform the members of my English Club. |
| What will the lesson be about? | It will be about a fashion show. |
| What main skill are we going to develop ? | It's ***writing.*** |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to a fashion show.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition

techniques such as rows, girls, boys, etc. can be applied).

- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express likes and dislikes. Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to identify the pictures by the description from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- a collection (example) ; 2- a barber ; 3- a catwalk ; 4- a top model ; 5- a fashion designer ; 6- a hairdresser ; 7- an audience ; 8- a fashion show

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to write sentences describing what people like or dislike.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  ask students to suggest their answers.
  write the correct answers on the board.

**Expected answers :**

1- Esther likes flowery dresses. / Esther likes wearing flowery dresses.

2- Joseph dislikes ties. / Joseph dislikes wearing ties.
3- Bouyé hates kamanje bubus. / Bouyé hates wearing kamanje bubus.
4- Satou loves denim miniskirts. / Satou loves wearing denim miniskirts.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-d (example) ; 2- e ; 3- g ; 4- f ; 5- c ; 6-a; 7-b

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to fashion.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to persuade or dissuade. Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair

distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the words / expressions in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1-d (example) ; 2-e ; 3-f ; 4-g ; 5-b ; 6-a ; 7-c

Exercise 2 :

- Pair work
- Give the students a few minutes to decide whether the statements are ''persuading'' or ''dissuading''.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

| Dissuading | Persuading |
|---|---|
| - I am sorry, but it is not a good idea.<br>- I am afraid the shirt does not fit you.<br>- I urge you not to go there. | - I can assure you that you are awesome.<br>- I guarantee you that Gilles Touré will be a worldwide designer.<br>- I am sure that this fashion show will be a big event |

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- exhibition (example) ; 2- ready-to-wear ; 3-latest ; 4-old-fashioned ; 5- famous

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by

keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the class to turn to page 80.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build an article to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Example :**

**A NEW STAR IN THE CONSTELLATION OF DESIGNERS**

On August, 24th 2022, at Hotel Ivoire, I attended what will remain in the collective memory of fashionistas for many years as the greatest show of this new millennium. Gilles Touré who is now recognized as the rising star of the African fashion was exhibiting his latest collection of clothes. The room dedicated for the occasion was full of fashion purists coming from every corner of the world. At 9 p.m, the show started with the show began with the parade of the models wearing fashionable ready-to-wear composed of dresses, baggy trousers, vests and hats for women. The peak moment was the exhibition of his collection made of the traditional clothes of our country. The audience was amazed by the know-how of the artist with the kita, tapa, kamanje and mud clothes.

The show ended with the cheers and applauds of an audience who seemed to have witnessed to a sort of revolution and are getting ready for the next one which I am sure will be awesome too.

*DEBORAH KOUASSI*

## LESSON 3 : STAY NATURAL

**Lead-in :** Tell the students to turn to page 81. Then, ask them to read the quotation from Marcus Garvey at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | After attending a conference. |
| What are the students of 4e doing ? / Why ? | They decide to write an article to sensitize their fellow about the dangers of bleaching creams. |
| What will the lesson be about ? | It will be about skin colours. |
| What main skill are we going to develop ? | It's ***writing***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Roseline and Sali aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to bleaching products.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.

- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, teach them how to give reasons with ''since''.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - <u>LET'S PRACTISE</u>**

<u>Exercise 1</u> :

- Individual work / Pair work
- Give the students a few minutes to match the words in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
- ask students to suggest their answers.
- write the correct answers on the board.

**Expected answers :** 1- d ; 2- f ; 3- e ; 4- a ; 5- b ; 6- c

<u>Exercise 2</u> :

- Pair work
- Give the students a few minutes to prepare their conversations.
- When time is over, ask the class to stop and conduct feedback :
  - ask a few pairs to practise their conversations.
  - encourage their classmates to pay attention and react when a mistake appears.
  - write the correct answers on the board.

**Expected answers :**

1- A : Why does Félicité go to the cosmetics store ?

B : She goes to the cosmetics store since she wants to buy a cream.

2- A : Why do girls bleach their skins ?
B : Girls bleach their skins since they want to be attractive.

3- A : Why don't you bleach your skin ?
B : I don't bleach my skin since I am proud of its colour.

4- A : Why does Edwige use this perfume ?
B : Edwige uses this perfume since she wants to smell very good.

5- A : Why is the man staring at me ?
B : The man is staring at you since he loves your dark complexion.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- Carla bleaches her skin since she wants to be attractive.
2- Girls use bleaching creams since they want to be pretty.
3- Perla buys bleaching creams since she wants to change her complexion.
4- 4- Honorine lightens her skin since she isn't proud of her complexion.
5- Catherine and Melania use perfume since she wants to have good smell.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

**A- LET'S EXPLORE**

**Listen and repeat 1** *(Vocabulary content)*

- Read the dialogue between Patricia and her dermatologist aloud to the students.
- Tell them to follow and listen while you are reading.
- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to the consequences of bleaching products.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition

techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to give and ask for advice.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words in Column A with their definitions or meanings in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1-e ; 2-g ; 3- c ; 4- a ; 5- f ; 6- b ; 7- d

Exercise 2 :

- Pair work
- Give the students a few minutes to fill in the gaps with ''should'' or shouldn't to give advice.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- should (example) ; 2- shouldn't ; 3- shouldn't ; 4- should ; 5- shouldn't ; 6- should ; 7- should.

## C - LET'S TAKE HOME

Encourage the class to do the exercise and get ready for feedback next class.

**Expected answers :** 1- side effects (example) ; 2- skin cancer ; 3- should ; 4- dermatologist ; 5- shouldn't ; 6- harmful

**Note :** any other correct answers can be accepted.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the class to turn to page 86.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work individually.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop and get ready to present their productions.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- With the whole class, build a dialogue to be written on the board. The students should copy this in their copybook.

**Note :** The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

**Sample of an article :**

**A NEW THREAT FOR YOUNG LADIES**

It is common these days to see young ladies with lighter complexion.

If some of these girls have it naturally, the great number of fair complexion ladies used bleaching products to achieve this goal. There are many reasons which are at the origins of this phenomenon which is becoming endemic in our modern societies. For some ladies, the desire to become more attractive prompts them to bleach their skin. Some others bleach their skin because of fashion. No matter what the reasons are, dermatologists advise not to use these products because they are very harmful for health as they can cause skin cancer, skin dots, multi-colour complexion. Dermatologists think that dark complexion ladies should be proud of their skin colour; they should keep

their natural skin colour.

So, a piece of advice for African : Stop using bleaching products and keep your natural skin to avoid their numerous side effects.

KRA Medardine

**LET'S CONSOLIDATE 4**

Ask the students to do the different activities to consolidate their knowledge.

**Expected answers :**

I. 1- Tapa cloth (example) / 2- Sweater / 3- Suit / 4- Tights / 5- Tie / 6- Danfani
II. 1- designer (example) / 2- collection / 3- latest / 4- fashion capitals / 5- fashionable / 6- ready-to-wear
III. 1- since / 2- since / 3- because of / 4- since / 5- because of / 6- since
IV. Sample of paragraph

You shouldn't use bleaching creams to change your skin colour because they are harmful. They cause can many dangerous diseases like skin cancer which can result in a painful death. Remember that God created black and you are very beautiful this way. You should be proud of what you are. If you love yourself as a black woman, everyone will love you too. Being lighter is not synonym of beauty. Don't spoil your beauty ! Stay natural.

**Note :** The paragraph below is merely an example. It should not be taken for granted. Encourage students to write paragraph of their own.

LET'S HAVE FUN

1-Stockings / 2- Coat / 3-Hoodie / 4- Hat / 5- Underpants / 6- Tie / 7- Slippers / 8- Sandals / 9- Pants

# UNIT 5 : CITY OR VILLAGE (LISTENING)

**LESSON 1 : LIFE IN THE CITY**

**Lead-in :** Tell the students to turn to page 89. Then, ask them to read the quotation from Sonali Bendre at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask

a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | At the preparation of a presentation. |
| What do the students of 4e do ? / Why ? | They listen to a BBC broadcasting about Abidjan in order to compare Abidjan in the past and Abidjan today. |
| What will the lesson be about ? | It will be about life in the city. |
| What main skill are we going to develop ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures.
- Model the pronunciation of each word / expression, associate the sound of the word / expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word / expression on the board and illustrate it.
- Do the same for each word / expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express a wish.
- Ask them to repeat after you. Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to complete each sentence with the appropriate missing word or expression from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- city (example) ; 2- skyscrapers ; 3- traffic lights ; 4- city dweller ; 5- factory ; 6- supermarket.

Exercise 2 :

- Pair work
- Give the students a few minutes to use ''wish'' to express wishes with the second sentence of each number.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :**

1- I wish you were here.
2- Mary wishes she had money.
3- My friends wish they lived in Yamoussoukro.
4- I wish I lived in Abidjan.
5- They wish they could swim.
6- Young people wish they were not villagers.

**C - LET'S TAKE HOME**

Ask the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- I wish you visited the supermarket.
2- I wish they were at the concert.
3- Alice wishes her parents worked in an airport.
4- I wish I didn't get a bad mark.
5- I wish I went to school in Bouaké.
6- I wish they built a big stadium for us.

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by

keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

**A - LET'S EXPLORE**

**Look, listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures.
- Model the pronunciation of each word, associate the sound of the word / ew to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word on the board and illustrate it.
- Do the same for each word.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express a purpose.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the words or expressions in Column A with their synonyms or definitions in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
- Ask students to suggest their answers.
- Write the correct answers on the board.

**Expected answers :** 1- d ; 2- g ; 3- b ; 4- a ; 5- f ; 6- c

Exercise 2 :

- Pair work
- Allow a few minutes to get prepared for the dialogue with their

partner. Move around and provide help if necessary.

- When time is over, ask the class to stop and conduct feedback:
- choose a few pairs to read out the conversation they have prepared to the class.
- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

**Expected answers :**

1- A : Why do people go to the city ?
B : People go to the city in order to find jobs.

2- 2- A : Why do people visit the zoo ?
B : People visit the zoo in order to see animals.

3- 3- A : Why do people use traffic lights ?
B : People use traffic lights in order to regulate the circulation

4- 4- A : Why do people go to the supermarket ?
B : People go to the supermarket in order to do shopping.

5- 5- A : Why do people build gutters ?
B : People build gutters in order to evacuate dirty water.

**C - LET'S TAKE HOME**

Tell students to do the homework like in the example and get prepared for feedback next class.

**Expected answers :**

**PLEASANT :** supermarket ; uptown area ; skyscraper ; tarred road

**UNPLEASANT :** pollution ; slum ; smoke ; traffic jam ; precarious

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 3**

- Tell the students to move to page 94.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to the podcast in order to do the first two (2) tasks.
- Introduce the tasks one after the other.

- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a writing activity.
- Give them a few minutes to complete it with their partner.
- Move around and give help if necessary.
- Conduct the feedback

**Expected answers**

**A-** 2 – 4 – 6

**B-** 1- T (example) ; 2- T ; 3- T ; 4- T ; 5- F

**C- a sample of paragraph**

Bouaké is a city located in the centre of Côte d'Ivoire. It is the second biggest city of the country after Abidjan. There are a lot of facilities in the city such as a university, many primary and secondary schools, supermarkets, cinemas, stadiums, hospital centers etc. Life in this city can be easy because there are a lot of job opportunities and life there is cheap.

However, like all cities, Bouaké presents some negative aspects. There is insecurity, temptations, pollution and noise.

**Note :** The paragraph above is a mere example. It should not be taken for granted. Accept any production from the students provided it respects the structure.

**LISTENING PASSAGE**

A city is a place where many people live. Cities are crowded places. A crowd is a group of people gather together. There are many jobs in the city. Many people move to the city to find a job. You can work at an office or a factory. You can work in a shop or a café. Cities have cultural institutions such as museums and libraries. Cities have financial institutions such as banks. Cities have medical facilities such as hospitals and clinics. Cities have education institutions such as colleges and universities. Cities usually have public transportation. There are buses and taxis. There are subways and trains. There is a lot of traffic in the city. Sometimes, there are so much traffic that vehicles can't move. That's called a traffic jam. There are many lights in the city. There are traffic lights. Cities are often polluted. Pollution is anything that harms the environment. There is air pollution. There is water pollution. There is noise pollution. Cities are noisy places.

## LESSON 2 : LIFE IN THE VILLAGE

**Lead-in :** Tell the students to turn to page 95. Then, ask them to read the quotation (from African proverb) at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | During an English class. |
| What are the students of 4e asked to do ? / Why ? | They are asked to listen to a VOA program about city life and village life in order to compare them, express their feelings and give reasons for their feelings. |
| What will the lesson be about ? | It will be about life in the village. |

| | |
|---|---|
| What main skill are we going to develop ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Look, listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures related to village life.
- Model the pronunciation of each word / expression, associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word / expression on the board and illustrate it.
- Do the same for each word / expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it. Then, lay the stress on the key structures used to express feelings.
- Ask them to repeat after you. Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to find nine (9) hidden words related to village life from the grid.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers** : 1- hamlet (example) ; 2- tradition ; 3- peasant ; 4- hut ; 5- dusty ; 6- river ; 7**-** farm ; 8- bumpy ; 9- firewood.

Exercise 2 :

- Individual work / Pair work
- Give the students a few minutes to identify each picture by its description from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- happy (example) ; 2- firewood ; 3- ceremony ; 4- hamlet ; 5- delighted

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- to cook ; 2- a farm ; 3- a dusty road ; 4- a hamlet ; 5- a hut

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind.

**SESSION 2**

**A- LET'S EXPLORE**

**Look, listen and repeat** *(Vocabulary content)*

- Allow a few minutes for students to look at the pictures.
- Model the pronunciation of each word, associate the sound of the word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express reasons.

- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to reorder the letters to find words related to village life.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- Broom (example) ; 2- Clean ; 3- Cattle ; 4- Herdsman ; 5- Queen ; 6- Sweep.

Exercise 2 :

- Pair work
- Give the students a few minutes to write sentences expressing reasons.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- The villagers live in harmony due to solidarity.
2- The river is full of water due to the period of rain.
3- There is a good climate in my village due to the forest around.
4- The villagers live in darkness due to a problem of electricity.
5- People are happy in my village due to the good living conditions.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get ready for feedback next class.

**Expected answers :**

1- That hut has got a thatched roof.
2- We use the broom to sweep the house.

3- The village air is good due to the absence of pollution.
4- The village life is healthy due to the clean environment.

**LET'S KEEP IN MIND**

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the students to move to page 100.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the first two (2) tasks.
- Introduce the tasks one after the other.
- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a pair work.
- Ask them to read carefully the instructions and go through the whole dialogue.
- Give them a few minutes to complete it with their partner.
- Move around and give help if necessary.
- Conduct the feed back

**Expected answers :**

**A-** 2

**B-** 1- a ; 2- c ; 3- b ; 4- b

**C-** You (1) : Hello, friend !

You (2) : The name of my village is Abéma.

You (3) : It's located in Bondoukou.

You (4) : Yes, it is very good to live there.

You (5) : Because there is solidarity, peace and tolerance.

You (6) : The main problem is the lack of entertainment facilities such as cinemas, pubs and night clubs.

**Note :** The answers above are possible answers. Different answers can be accepted, provided they are correct.

**LISTENING PASSAGE**

Living in the village may be more relaxing, but it can get boring as life is slower. There is less to do to have fun, like going to the cinema, zoo or the swimming pool because these facilities lack in rural areas. It is also more difficult to get to places and travel because often there are no good public transport systems. Getting a job in the village may also be very difficult. Most jobs are in the city so people have to go there if they want to have a better life. The difficulties of village life are the main reasons of rural exodus.

## LESSON 3 : RURAL EXODUS

**Lead-in :** Tell the students to turn to page 101. Then, ask them to read the quotation from Corsian proverb at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | During an English class. |
| What do the students of 4e do ? / Why ? | They listen to an audio recording about rural exodus in order to discuss its causes and its consequences. |
| What will the lesson be about ? | The lessons will be about rural exodus. |
| What main skill are we going to perform ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Listen and repeat** *(Vocabulary content)*

- Read the dialogue aloud to the students.
- Tell them to follow and listen while you are reading.

- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to rural exodus. Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structure used to express a result.
- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to match the words or expressions in column A with their opposites in column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- e (example) ; 2- c ; 3- g ; 4- b ; 5- a ; 6- f.

Exercise 2 :

- Pair work
- Give the students a few minutes to build sentences expressing results.
- When time is over, ask the class to stop and conduct feedback :

- ask students to suggest their answers.
- write the correct answers on the board.

**Expected answers :**

1- The wind was so strong that it destroyed some huts. (example)
2- He felt so sad in the village that he went to the city.
3- My village is so clean that we have a healthy environment.
4- Farm work is so difficult that young people prefer city life.
5- City life is so attractive that many people leave the village.

**C - LET'S TAKE HOME**

Tell students to do the homework like in the example and get prepared for feedback next class.

**Expected answers :** 1- F ; 2-T ; 3- F ; 4- F ; 5- T ; 6- F

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 2**

**A - LET'S EXPLORE**

**Listen and repeat** *(Vocabulary content)*

- Allow a few minutes for students to look at the pictures.
- Model the pronunciation of each word, associate the sound of the word or group of words to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or group of words on the board and illustrate it.
- Do the same for each word or group of words.

**Look, listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used to make suggestions.
- Ask them to repeat after you.

- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to fill in the gaps with the appropriate words from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- homeless (example) ; 2- jobless ; 3- thief ; 4- unemployment ; 5- beggar ; 6- temptations

Exercise 2 :

- Pair work
- Give the students a few minutes to prepare their dialogue.
- When time is over, ask the class to stop and conduct feedback :
  - ask a few pairs to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- Why don't you go to hospital ? (example)
   - What / How about going to hospital ?

2- Why don't you try to find a job ?
   - What / How about trying to find a job ?

3- Why don't you return to your village ?
   - What / How about returning to your village ?

3- Why don't you change your activity ?
   - What / How about changing your activity ?

**C - LET'S TAKE HOME**

Tell students to do the exercise at home and get prepared for feedback next class.

**Possible paragraph :**

Rural exodus is the movement of villagers from rural areas to urban areas. People practise rural exodus for many reasons. Life in the village is monotonous and boring. In addition, there are no job opportunities and there is a lack of facilities. So, village life is difficult as farm work is hard and tiring. For all these reasons, young people leave the villages for the city in order to find better living conditions. This situation has many consequences. It causes the depopulation of the villages and the overpopulation of the cities. There can be famine too as there is a lack of manpower in the villages to cultivate the farms.

In my opinion, rural exodus is not good. Governments must take steps to encourage young people to stay in villages.

**Note :** The piece of writing above is a mere example. Don't take it for granted. Encourage students to produce by themselves.

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 3**

- Tell the students to move to page 106.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the different tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Conduct the feed back

**Expected answers :**

**A-** 3. The causes and consequences of rural exodus

**B-** 1-a ; 2-b ; 3-c ; 4-a

**C**. 1- movement ; 2- migrants ; 3- climate ; 4- jobs ; 5- village

**LISTENING PASSAGE**

Rural exodus or rural flight or even urban-rural migration is the movement of people from rural areas to urban areas. Conflicts, violence and natural disasters are among the root causes of rural exodus. Many migrants are compelled to move because of socio-economic factors, including poverty, food insecurity, lack of employment opportunities, limited access to social protection, natural resource depletion and the adverse impacts of environmental degradation and climate change. Unfortunately, once in the city, the migrants are faced with the tough reality. Many migrants do not have the education or skills to acquire decent jobs in cities and are then forced into unstable, low paying jobs. Rural flight also contributes to the reduction of labour force in village and urban growth.

## LET'S CONSOLIDATE 5

Ask students to do the different activities to consolidate their knowledge.

**I- Expected answers :**

**Village :** hut ; firewood ; dusty road ; cattle ; herdsman ; peasant ; hamlet

**City :** pollution ; traffic light ; skyscraper ; city dweller ; factory ; supermarket ; slum ; uptown area

**II- Expected answers :**

1- c (example) ; 2- a ; 3- b ; 4- b ; 5- b

**III- Expected answers :**

1- City life is so difficult that some people go back to their village. (example)
2- Akpess is so happy that he refuses to go to the city.
3- The village is empty due to rural exodus.
4- The farmers haven't got good crops due to the lack of rain.
5- Aman's house is so small that his cousin cannot live with him.

**IV- Expected answers :**

1- A : I wish I lived in the city.
B : Why do you prefer the city ?
A : Because farm work is difficult.

**Note :** Any good production from the students must be accepted.

**V- Expected answers :**

1- Why don't you live with your cousin Salif ? (example)
2- How about renting a house ?
3- You could work with your uncle in the shoe factory.
4- Why don't you ask him to help you find a job in another factory ?
5- What about coming back to the village ?

**Note :** Any good suggestion must be accepted provided its structure is correct

LET'S HAVE FUN

Ask the students to complete the crossword puzzle.

**Expected answers :**

1- Church / 2- Mosque / 3- Hospital / 4- Book shop / 5- Law court / 6- School / 7- Rubbish dump / 8- Petrol station / 9- Train station / 10- Police station / 11- Library / 12- Post office / 13- Play ground / 14- Zoo / 15- Granary / 16- Museum / 17- Airport / 18- Kid park / 19- Fire brigade / 20- Bus station

# UNIT 6 : HUMAN RIGHTS (Listening)

## LESSON 1 : I HAVE SOME RIGHTS

**Lead-in :** Tell the students to turn to page 21. Then, ask them to read the quotation from Ramsey Clark at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | During an English class. |
| What do the students of 4e do ? / Why ? | They listen to a BBC programme about Human Rights violation in the world in order to discuss the issue. |
| What will the lesson be about ? | It will be about Human Rights. |
| What main skill are we going to develop ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A- LET'S EXPLORE**

**Look, listen and repeat** *(Vocabulary content)*

- Read the dialogue between Anzoua and Harissou aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if they understood it. Introduce the new words or expressions in colour related to Human Rights.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express rights.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to say what each picture corresponds to.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :

- ask students to suggest their answers.
- write the correct answers on the board.

**Expected answers :** 1- the right to life ; 2- the right to love ; 3- the right to medical care ; 4- the right to an identity ; 5- the right to nutrition ; 6- the right to education

Exercise 2 :

- Pair work
- Give the students a few minutes to reorder the words to make meaningful sentences.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- Children have the right to education.
2- We have the right to healthcare.
3- It's my right as a citizen to be protected.
4- It's children's right to eat good food.
5- Anybody has the right to an identity.

### C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

**Possible answers :** The right to protection ; the right to leisure ; the right to security ; the right to a name ...

**Note :** The answers above are given as examples. Don't take them for granted. Accept any good answer from the students which reflects their reality and fits in the learnt structures.

### LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A - LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.

- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to Human rights. Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to agree or disagree.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to listen to the teacher and complete the paragraph.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- life (example) ; 2- name ; 3- education ; 4- loves ; 5- nutrition ; 6- health

**LISTENING PASSAGE**

Every person has a fundamental right to **life** and to human decency. The right to have a **name** and the right to school **education** are also fundamental. A child has the right to a caring family. A family that **loves** him. He has the right to eat properly or to **nutrition** in order to be in good **health.**

Exercise 2 :

- Pair work
- Give the students a few minutes to prepare their dialogues.
- When time is over, ask the class to stop and conduct feedback :
  - ask a few students to present their dialogue.
  - write the correct answers on the board.

**Expected answers :** 1- I disagree (example); 2- I disagree ; 3- I agree; 4- I agree

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- have (example) ; 2- has the right to ; 3- have the right to ; 4- don't have the right to ; 5- doesn't have the right to.

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the students to move to page 116.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the different tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.

- When time is over, make them stop and conduct the feedback
  - choose a few students to read their productions.
  - encourage their classmates to pay attention and react when a mistake appears.

**Expected answers :**

**A-** b- Children's rights

**B-** 1-T (example) ; 2- F ; 3- F ; 4- F ; 5- T

**C-** 1- deserve (example) ; 2- entitled ; 3- Medical ; 4- harmful ; 5- healthy ; 6- freedom from violence ; 7- looked after

**LISTENING PASSAGE**

All children **deserve** equality, despite their difference. They have rights, no matter what race, colour, religion, language, ethnicity, gender or abilities define them.

**The right to an identity**

Children are **entitled** to a name, legally registered with the government, and a nationality to belong to a country.

**The right to health**

**Medical** care, nutrition, protection from **harmful** habits (including drugs) and safe working environments are covered under the right to health.

**The right to education**

Right to free primary education is critical for helping children develop discipline, life skills while finding a safe and **healthy** environment to nurture a child's physiological development. This includes **freedom from violence**, abuse or neglect.

**The right to a family life**

Children must live with their parents until it is dangerous to them. Children who do not have access to a family life, have a right to special care and must be **looked after** properly, by people who respect their ethnic group, religion, culture and language.

## LESSON 2 : I HAVE DUTIES, TOO !

**Lead-in :** Tell the students to turn to page 117. Then, ask them to read the quotation from Peter Drucker at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | At an English class. |
| What do the students of 4e do ? / Why ? | They listen to a passage from the declaration on Human Rights and Responsibilities in order to discuss about human duties. |
| What will the lesson be about? | It will be about human duties. |
| What main skill are we going to perform ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A- <u>LET'S EXPLORE</u>**

**Look, listen and repeat** *(Vocabulary content)*

- Read the dialogue between Yavo and Sophie aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to responsibilities.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express duties. Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to identify the pictures with the expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- the duty to pay taxes (example) ; 2- the duty to keep our environment clean ; 3- the duty to study one's lessons ; 4- the duty to help old people ; 5- the duty to obey the parents

Exercise 2 :

- Individual work / Pair work

- Give the students a few minutes to use the information in Activity 1 to express their duties.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- I have the duty to pay taxes. / It's my responsibility to pay taxes. (example)

2- We have the duty to keep our environment clean. / It's our responsibility to keep our environment clean.

3- I have the duty to study my lessons. / It's my responsibility to study my lessons.
4- I have the duty to help old people. / It's my responsibility to help old people.
5- I have the duty to obey the parents. / It's my responsibility to obey the parents.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

**You (1) :** At home, I have the duty to help in the housework, to obey the parents, to tidy my bedroom, to do the laundry.

**You (2) :** At school, it's my responsibility to work hard, to respect the teachers and the school regulations, to keep my environment clean.

**You (3) :** No, I don't have to throw rubbish in the schoolyard.

**LET'S KEEP IN MIND**

At the end of the lesson, tell students to keep what is in the box in mind**.**

**SESSION 2**

**A- LET'S EXPLORE**

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to duties. Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to give reasons.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or expressions in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- f (example) ; 2- e ; 3- d ; 4- a ; 5- b ; 6- c

Exercise 2 :

- Give the students a few minutes to prepare their dialogue.
- When time is over, ask the class to stop and conduct feedback :
  - choose a few pairs to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- A : Why does Myriam have to work hard ?
   B : Myriam has to work hard since she wants to go up to 3e.
   As Myriam wants to go up to 3e, she has to work hard.
2- A : Why is your father a good citizen ?
   B : Since he pays his taxes, my father is a good citizen.
   Your father is a good citizen as he pays his taxes.
3- A : Why do women have to feed the family ?
   B : Women have to feed the family since it's their responsibility.
   Women have to feed the family as it's their responsibility.

4- A : Why do your parents take care of you ?
B : Since I am still a child, my parents take care of me.
As I am still a child, my parents take care of me.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- Children have to respect their parents as it's their duty. / Since it's their duty, children have to respect their parents.
2- As they want to have good grades, students have to study their lessons. / Students have to students their lessons since they want to have good grades.
3- I pay taxes as I am a god citizen. / Since I am a good citizen, I pay taxes.
4- Women cook food for the family as it's their duty. / Since it's their duty, women have to cook food for the family.

**LET'S KEEP IN MIND**

At the end of the lesson, tell students to keep what is in the box in mind**.**

**SESSION 3**

- Tell the students to move to page 122.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the different tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- When time is over, make them stop and conduct the feedback
  - choose a few students to read their productions.
  - encourage their classmates to pay attention and react when a mistake appears.

**Expected answers**

**A.** b. Ada's difficult life in London.

**B.** 1- F (example) ; 2- F ; 3- T ; 4- F ; 5- T ; 6- T

**C.** 1- duties ; 2- obligation ; 3- citizen ; 4- paying her taxes ; 5- Paying tax ; 6- accomplishment

**LISTENING PASSAGE**

When Ada got her Baccalaureate degree, she decided to leave Lagos for London. Which was her dream when she was eight. In England, life was difficult because she had to accomplish her **duties**. For English people, a duty is what a citizen must do by moral or legal **obligation**. She was refused house and job. She was treated by English people as a second-class **citizen** since she was not capable of **paying her taxes**. **Paying tax** is a duty every person living in England must accomplish. The social cohesion and citizenship of England is preserved by the **accomplishment** of duties.

## LESSON 3 : LET'S BE PEACEMAKERS !

**Lead-in :** Tell the students to turn to page 123. Then, ask them to read the quotation from Dalai Lama at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | During a talk of the Ambassador of the USA on VOA (Voice Of America). |
| What do the students of 4e do ? / Why ? | They listen to the talk on tolerance of an expert of conflicts resolution on VOA in order to help promote tolerance in their regions. |
| What will the lesson be about ? | It will be about tolerance. |
| What main skill are we going to perform ? | It's ***listening***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

## A- LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to tolerance.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used for expressing obligations, necessities and absence of necessities.
- Ask them to repeat after you. Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Possible answers :** 1- d (example) ; 2- e ; 3- a ; 4- c ; 5- f ; 6- b

Exercise 2 :

- Pair work
- Give the students a few minutes to use the information to promote tolerance.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- I have got to promote social cohesion.
2- We mustn't encourage discrimination.
3- We must fight against violence.
4- The government has to guarantee equal rights.
5- I haven't got to reject other's opinions.
6- We have got to campaign for solidarity.

### C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

**We've got to :** promote solidarity ; campaign for tolerance ; help each other ; to be peacemakers ; to accept other people's difference

**We don't have to :** wage war ; encourage violence ; reject people.

### LET'S KEEP IN MIND

At the end of the lesson, tell students to keep what is in the box in mind.

## SESSION 2

### A - LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to the consequences of intolerance.
- Model the pronunciation of each word or expression, then associate

the sound of the word or expression to its meaning and ask students to repeat after you.

- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structure used to express prohibitions. Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to complete the paragraph it the missing words or expressions.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- non-violence ; brotherhood ; 3- censured ; 4- cacophony ; forgiveness

Exercise 2 :

- Pair work
- Give the students a few minutes to use the information in brackets to express prohibitions.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- It's forbidden to cheat during tests.
2- It is not permitted to watch movies on violence.
3- It's prohibited to use children as soldiers in armed conflicts.
4- It's forbidden to hate a person after a quarrel.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1-e (example) ; 2- d ; 3- c ; 4- b ; 5- a

**LET'S KEEP IN MIND**

At the end of the lesson, tell students to keep what is in the box in mind.

**SESSION 3**

- Tell the students to move to page 128.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- For each task, ask them to read carefully the instructions before you start reading or playing the podcast.
- Let them compare their answers with neighbour's.
- Move around and give help if necessary.
- Conduct the feedback

**Expected answers :**

**A-** The podcast is about the importance of tolerance

**B-** 1- T ; 2- F ; 3- T ; 4- T ; 5- T

**C- a speech sample**

Ladies and gentlemen,

It's a great honour to stand in front of you this morning to talk about an important issue for our present world. I mean tolerance. Many people

among us would wonder what tolerance is. Well, tolerance is the feeling of acceptance of others no matter their race, their nationality, their religion. It can also be defined as the forgiveness of offences. How can we promote tolerance among us ? We must accept our differences; we must promote solidarity, forgiveness and brotherhood. What can be the benefits of such actions? The promotion of tolerance helps build a world of peace, of social cohesion and brotherhood. So, let's all be peacemakers in order to make the world a better place to live in.

Thanks.

**Note :** The production above is a mere example. It should not be taken for granted. Accept any production from the students provided it respects the structure of the speech.

**LISTENING PASSAGE**

Tolerance is the respect, the **acceptance** and appreciation of the rich diversity of our world's culture, our forms of expression and ways of being human. It's also openness, communication and freedom of thought, conscience and belief. Tolerance is the **harmony** in difference.

It means that we have to be kind to everyone, shake hands with everyone and always forgive when we are hurt by wrong attitudes. We have got to seek dialogue and **reconciliation** in times of conflicts. We **must** accept people from other cultures, countries and races.

If we want to live in a peaceful world, we all have to take strong measures against the **rejection** of people from other religions, the practice of injustice and racism. In one word, we **mustn't** accept any form of violence and discrimination.

## LET'S CONSOLIDATE 6

Ask students to do the different activities to consolidate their knowledge.

**Expected answers :**

**I-** a- Women have the same rights as men.
b- We have duties, too.
c- We have got to promote non-violence.
d- We must campaign for forgiveness.
e- Tolerance is the key of peace in the world.

**II-** 1- the right to life (example) ; 2- doesn't have the right ; 3- has the right to ; 4- have the right to ; 5- don't have the right

**III-** Possible answers

1- Hello, Zuma. I'm fine, thanks. And you ?
2- I come from Côte d'Ivoire.
3- Yes, of course.
4- Sure ! I have the right to life, to education, to leisure, to vote, to freedom of speech.
5- It's my duty to respect the law, to pay tax, to obey my parents.
6- I disagree with you.

**Note :** The answers above are mere examples. They should not be taken for granted. Accept any good answer coming from the students.

LET'S HAVE FUN

Tell students to rote learn the poem and get ready to recite it.

# UNIT 7 : HYGIENE AND HEALTH (Reading)

## LESSON 1 : ENDEMIC DISEASES

**Lead-in :** Tell the students to turn to page 131. Then, ask them to read the quotation (from a Welsh proverb) at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | On the occasion of the World Health Day in my school. |
| What do you do ? / Why ? | I read a text related to some diseases so as to be informed about the precautions I should take to prevent them. |
| What will the lesson be about ? | It will be about endemic diseases. |
| What main skill are we going to perform ? | It's ***reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A- LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures and try to understand them.
- Model the pronunciation of each word / expression or sentence, associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word / expression or sentence on the board and illustrate it.
- Do the same for each word / expression or sentence.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used to inquire about diseases and giving advice.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to fill in the gaps with the appropriate word or expression from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- sick (example) ; 2- a pain ; 3- a medical checkup ; 4- prescriptions ; 5- the medicines ; 6- is vomiting

Exercise 2 :

- Pair work
- Give the students a few minutes to complete the sentences.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- ought to (example) ; 2- ought to ; 3- ought not to ; 4- ought to ; 5- ought to ; 6- ought not to

Exercise 3 :

- Pair work
- Give the students a few minutes to complete the sentences.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- A : What's wrong with you ?
   B : I've got a temperature. / I'm suffering from malaria.
2- A : What's wrong with you ?
   B : I've got a pain in my chest.
3- A : What's wrong with you ?
   B : I'm suffering from a headache.
4- A : What's wrong with you ?
   B : I've got a pain in my stomach.

**Note :** The sentences above are possible answers. Accept any good answers from the students provided they respect the structure.

## C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

**Possible answers :** 1- T (L1) ; 2- F (L2) ; 3- F (L3) ; 4- T (L4) ; 5- F (L4) ; 6- F (L5)

## LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 2**

## A - LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Read the dialogue between a doctor and his patient aloud to the students.
- Tell them to follow and listen while you are reading.
- Then let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to diseases.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used to express the passive.
- Ask them to repeat after you. Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or expressions in Column A with their synonyms or definitions in column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- f (example) / 2- d / 3- h / 4- g / 5-a / 6-c / 7-b

Exercise 2 :

- Pair work
- Give the students a few minutes to rewrite the sentences starting with the underlined words or expressions.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- A prescription is received by the patient.
2- Malaria is transmitted by mosquitoes.
3- Medicines are never bought by my mother in the streets.
4- My temperature was controlled by the nurse yesterday.
5- Instructions were given to the patients by the doctor.
6- Particular attention is paid to children by the nurses.

## C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Exercise 1 :

**Expected answers :**

1- The text is about diseases.
2- No, it isn't because the definition of each term is fluid and changes as diseases become more or less prevalent over time.
3- The epidemic disease appears within a community, population or region.
4- A pandemic disease spreads over multiple countries or continents.

Exercise 2 :

**Expected answers :** 1- F (example) / 2- C / 3- G / 4- E / 5- A / 6- D / 7- B

## LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 3

- Tell the students to move to page 138.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and choose the best option. Allow them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Ask them to compare their answers before conducting feedback. Then, move to the next task.
- Inform the class that they are going to write an article about diseases.
- Allow enough time to the students to complete task C.
- When time is over, make them stop and conduct feedback:
  - ask the students to present their article.
  - write a consensual writing to be taken by the class.

**Expected answers :**

**A-** The text is about the return of dangerous diseases.

**B-** 1- Many diseases that doctors thought had disappeared.

2- NHS stands for National Health Service.

3- Tuberculosis is now more common in England than it is in less developed countries.

4- 1.5 million of people were killed worldwide in 2013.

5- Bad cough and fever are some of its symptoms.

**C- An example of article**

**AN EPIDEMIC AND A PANDEMIC : WHAT'S THE DIFFERENCE ?**

An epidemic or a pandemic ? This is a question that a number of specialists asked when a disease breaks out and contaminates a great number of people. So, what is the difference between the two ?

An epidemic is a disease which contaminates many people in a particular region, community or area. For instance, the outbreak of cholera in Guinea in 2018 was considered as an epidemic because it spread over a specific area.

It is caused by eating food or drinking water contaminated with a bacterium called vibrio. To prevent it, doctors advise to live in a clean environment and wash our hands with soap and clean water before eating. It is also advised to drink clean water.

The pandemic, on the other hand, is an epidemic which spreads over many countries or continents. For instance, Covid-19 is considered as a pandemic because after its outbreak in Wuhan in 2019, it spread all over the world killing people here and there. It is provoked by Coronavirus. To prevent it, maintain a safe distance from other people, at least 1 metre, clean your hands with soaps, wear a face mask, and get vaccinated.

We ought to follow all these rules to keep fit because prevention is better than cure.

Hope Perside KOUASSI

## LESSON 2 : A CLEAN SCHOOL FOR A GOOD HEALTH

**Lead-in :** Tell the students to turn to page 139. Then, ask them to read the quotation from a Lebanese proverb at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note**: Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | At an English club meeting. |
| What does the coordinator ask the students of 4e to do ? / Why ? | He asks them to read some leaflets about hygiene in order to learn the ways to keep their school clean. |
| What will the lesson be about ? | It will be about hygiene. |
| What main skill are we going to perform ? | It's ***Reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

## A - LET'S EXPLORE

**Look, listen and repeat 1** *(Vocabulary content)*

- Allow a couple of minutes for students to look at the pictures.
- Model the pronunciation of each word or expression, associate the sound of the word to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used for making suggestions.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to complete the passage with the appropriate words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.
  - Conduct feedback and write the correct answers on the board.

**Expected answers :**

1- bushy (example) / 2- ponds of water / 3- dustbin / 4- rubbish / 5- cobwebs

Exercise 2 :

- Pair work

- Give the students a few minutes to use the information in Column A to make suggestions to the problems in Column B.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- A : I've got a headache.
   B : Why don't you take some aspirin ?
2- A : The schoolyard is bushy.
   B : I suggest we weed it (the schoolyard).
3- A : The classrooms are dirty.
   B : Why don't we sweep them (the classrooms).
4- 4- A : I have got a pain in the foot
   B : I suggest you go to hospital.

**C - LET'S TAKE HOME**

Tell students to do the exercise at home like in the example and get ready for feedback next class.

**Expected answers :**

1- The text is about hand washing.
2- Yes it is, because it helps reduce the amount of all types of bacteria and chemical products on hands.
3- We should wash hands when they are dirty or after using the toilets.
4- We should wash hands regularly.

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind.

**SESSION 2**

**A- LET'S EXPLORE**

**Look, listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if

they understood it.

- Introduce the new words or expressions in colour related to hygiene.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to express opinions.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to use the words from the box to complete the definitions.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- to collect rubbish / 2- Garbage / 3- sanitation / 4- to litter / 5- to rinse

Exercise 2 :

- Pair work

- Give the students a few minutes to prepare their dialogues.
- Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :

- choose a few pairs to read out the conversation they have prepared to the class.
- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

**Possible answers :**

**A :** From my point of view, the students should disinfect their toilets regularly.

**B :** In my opinion, people ought to put the garbage into dustbins.

**A :** According to me, we should sweep the classrooms.

**B :** As far as I am concerned, the students ought to wash their hands every time.

**C-LET'S TAKE HOME**

Tell the class to do the exercise at home and get ready for feedback next class.

**Sample of paragraph :**

Hygiene is very important to stay healthy. Living in a clean and hygienic environment is a guarantee of good health. At school, students must clean their classrooms, collect rubbish and put them in dustbins. Doing so, they will keep their school environment clean. Observing hygiene at school helps reduce the possibilities of getting sick. The lack of hygiene causes a lot of diseases like cholera, malaria etc.

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the students to move to page 144.
- Allow them to read carefully the instructions.
- Inform them that they are going to read the comic strip and do the tasks that follow them.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the comic strip and choose the best option. Allow them to compare their

answers with neighbours' before conducting feedback. Then, move to the next task.

- Allow the students a few minutes to complete task B. Ask them to compare their answers before conducting feedback. Then, move to the next task.
- Allow them a few minutes to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task.
- Inform the class that task D is a paragraph writing activity. Allow them enough time to complete the task.
- When time is over, make them stop and conduct feedback.
  - ask a few students (at least 2) to present their works before the class.
  - ask the rest of the class to follow carefully.
  - write a consensual paragraph to be taken down by the class.

**Expected answers**

**A.** The text is about strategies and importance of cleanliness at school

**B.** 1- e (example) / 2- d / 3- b / 4- a / 5- f / 6- c

**C-**

1- Poor hygiene can lead to teacher, student, and staff absences which can cost billions of dollars to compensate.

2- Students ought to tidy up and mop up the classroom and the whole school.

3- A clean working environment can increase productivity, improve the students and teachers' mood, reduce the number of absences.

**D. Sample of paragraph**

Many actions contribute to make a school unclean. If you throw litter everywhere on the ground, if you don't weed the schoolyard and don't clean the classrooms, you will make your school unclean. In order to have a clean school, I suggest that a cleaning day is organized so that the students can weed the schoolyard, clean the classrooms and disinfect the toilets.

**Note :** The above paragraph is just an example. It should not be taken for granted. Accept any good production from the students.

## LESSON 3 : AIDS, RATHER PREVENT THAN CURE

**Lead-in :** Ask the students to turn to page 145. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | At an English club meeting. |
| What does the coordinator ask the students of 4e to do ? / Why ? | He asks them to read some leaflets about HIV-AIDS in order to learn more about the issue and sensitize their friends who were missing. |
| What will the lesson be about? | The lessons will be about HIV-AIDS. |
| What main skill are we going to perform ? | The skill to perform is ***Reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

### SESSION 1

**A - <u>LET'S EXPLORE</u>**

**Listen and repeat** *(Vocabulary content)*

- Read the information in the different boxes aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to AIDS.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.

- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures for giving strong advice. Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or expressions in List A with their meanings or synonyms in List B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- d (example) / 2- c / 3- f / 4- a / 5- b / 6- e

Exercise 2 :

- Pair work

- Give the students a few minutes to give strong advice using the clues from the box.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- You had better take precautions in order to be protected against AIDS. (example)
2- You'd better not share needles with friends in order to avoid AIDS.
3- You had better not use a razor used by someone before you in order to avoid AIDS.

4- You'd better sterilize equipments like needles in order to be protected against AIDS.

**C - LET'S TAKE HOME**

Tell students to do the exercise like in the example at home and get prepared for feedback next class.

**Expected answers :** Sample of paragraph

AIDS is a fatal disease caused by HIV (Human Immunodeficiency Virus). It stands for Acquired Immuno-Deficiency Syndrome. You can catch it by blood transfusion, using contaminated tools like blades, toothbrushes, syringes and needles. You can also get contaminated with it through unprotected sex.

It is not possible to contract AIDS when eating in the same plate with an infected person, sleeping on the same bed with them, shaking hands and kissing. To avoid catching it, one must do their test, use condoms during sex and sterilize any tools before using them.

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind.

## SESSION 2

**A- LET'S EXPLORE**

**Listen and repeat** *(Vocabulary content)*

- Allow a few minutes for students to look at the different pictures. Model the pronunciation of each description ; associate the sound to the meaning.
- Then, ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word / expression on the board and illustrate it.
- Do the same for all the words / expressions.

**Look, listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.

- Then, lay the stress on the key structures used to make recommendations.
- Ask them to repeat after you.
- Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to complete the sentences with the appropriate words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- condoms (example) / 2- a blood test / 3- bites / 4- antiretroviral drugs / 5- shake hands / 6- syringe

Exercise 2 :

- Pair work

- Give the students a few minutes to prepare their recommendations.
- When time is over, ask the class to stop and conduct feedback :
  - ask a few students to suggest their answers.
  - encourage their classmates to pay attention and react when a mistake appears.
  - write the expected answers on the board.

**Expected answers :**

1- Parents recommend that children should wash their hands before eating. (example)
2- Doctors recommend that patients should follow their treatment correctly.
3- Doctors recommend that people should do the blood test.
4- Doctors recommend that people should use condoms in sexual relations.

**C - LET'S TAKE HOME**

Tell students to do the activity at home like in the example and get ready for feedback next class.

**Expected answers :** 1- T (L1) / 2- F (L2-3) / 3- F (L3-4) / 4-F (L4) / 5-T (L7) / 6- F (L7-8)

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 3**

- Tell the students to move to page 152.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text in order to do the tasks.
- Introduce the tasks one after the other.
- Allow the students a couple of minutes to deal with the first task. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to do task B. Ask them to compare their answers with their neighbours' before conducting feedback. Then, move to the next task.
- For task C, allow the students about a few minutes to complete it. Ask them to compare their answers with their neighbours' before conducting feedbacks. Then, move to the next task.
- For task D, inform the students that they will work with their partners to complete the dialogue.
- Allow them enough time to go through the whole dialogue and complete it.
- Move around and provide help if necessary.
- When time is over, ask the students to stop and conduct feedback.
    - choose a few pairs to read out the conversation they have prepared to the class.
    - encourage their classmates to pay attention and react when a mistake appears.
    - write the expected answers on the board.

**Expected answers :**

**A-** The text is about the causes of HIV / AIDS and how it develops in human body.

**B-** 1- c (example) / 2- a / 3- f / 4-d / 5- b / 6-g

**C-** 1- T (L1) (example) ; 2- T (L2-3) ; 3- F (L3) ; 4-T (L4-5) ; 5-T (L6-7)

**D-**

**Emelle (1) :** AIDS stands for Acquired Immuno-Deficiency Syndrome.

**(2) :** AIDS is caused by HIV (Human Immunodeficiency Virus)

**(3) :** People can catch HIV / AIDS through unprotected sex, blood transfusion, contaminated tools.

**(4) :** We can avoid HIV / AIDS by using condoms during sexual intercourse, testing blood before transfusion, sterilizing tools before using them.

**(5) :** PreP is Pre-exposure Prophylaxis. It is a medicine taken to prevent HIV. It is highly effective for preventing HIV for it reduces the risk of getting HIV from sex by about 99%.

**(6) :** He said that ART is Antiretroviral Therapy. It's a treatment for HIV positive people. It helps reduce the number of viruses in the body.

**(7) :** He recommends that young people should have responsible behaviour by doing their test and using condoms during sexual intercourse.

## LET'S CONSOLIDATE 7

Ask students to do the different activities to consolidate their knowledge.

**Expected answers :**

**I- Activity**

1- PREGNANCY ; 2- MEDICINE ; 3- DUSTBIN ; 4- RUBBISH ; 5- SYMPTOM ; 6- BLOOD

**II- Activity**

1- Malaria

2- Yes, it is because it is a life-threatening disease.

3- Malaria is transmitted by an infected Anopheles mosquito.

4- After several days of contamination, the parasites travel to the liver where they mature and enter the bloodstream and begin to infect red blood cells.

5- Parasites take 48 to 72 hours to multiply inside the red blood cells.

**III- Activity**

1- wrong with ; 2- pains ; 3- suffer from ; 4- bites ; 5-mosquitoes ; 6-checkup ; 7- a prescription ; 8- recover

LET'S HAVE FUN

Tell the students to try and find the indicated number of words in the grid.

**Expected answers :**

1- NURSE (example) / 2- EPIDEMIC / 3- INSECT / 4- HEALTH / 5- ENDEMIC / 6- GERM / 7- YOUNG

# UNIT 8 : INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS) (Reading)

## LESSON 1 : MASTER COMPUTER TO OPEN DOORS

**Lead-in :** Tell the students to turn to page 157. Then, ask them to read the quotation from Bill Gates at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | At the occasion of the preparation of the next English club meeting. |
| What do you do ? / Why ? | I read a text about computers in order to get well-prepared. |
| What will the lesson be about ? | It will be about computers. |
| What main skill are we going to perform ? | It's ***reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A- LET'S EXPLORE**

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently. Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to computers.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand the dialogue.
- Then, lay the stress on the key structures used to computer operations.
- Ask them to repeat after you. Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match each part of a computer in Column A with its role in Column B.

- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- d ; 2- a ; 3- e ; 4- b ; 5- c

Exercise 2 :

- Individual work / Pair work

- Give the students a few minutes to use the information from Activity 1 to make appropriate sentences.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback:
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- a) The monitor is used to show the text and pictures.
   b) The monitor is used for showing the text and pictures.
2- a) The mouse is used to move the cursor.
   b) The mouse is used for moving the cursor.
3- a) The keyboard is used to type a text.
   b) The keyboard is used for typing a text.
4- a) The pen drive is used to store information.
   b) The pen drive is used for storing information.
5- a) The power cable is used to connect the computer to the sector.
   b) The power cable is used for connecting the

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :**

1- CPU (example) ; 2- monitor ; 3- laptop computer ; 4- power cable ; 5- mouse ; 6- desktop computer ; 7- keyboard ; 8- pen drive

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

## SESSION 2

### A- LET'S EXPLORE

**Look, listen and repeat** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to computer.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

**Listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used for giving instructions.
- Ask them to repeat after you. Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or groups of words in Column A with their meanings or synonyms in Column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers** : 1-c ; 2- e ; 3- a ; 4- f ; 5- b ; 6-d.

Exercise 2 :

- Pair work

- Give the students a few minutes to prepare their dialogue.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- to unpack the machine (example) ; 2- to insert the battery in the laptop ; 3- to connect the charger ; 4- to plug the charger in the socket ; 5- to restart the machine

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get prepared for feedback next class.

**Expected answers :** 1- F (L1) ; 2- F (L1) ; 3- F (L3) ; 4- T (L4) ; 5- F (L7) ; 6- F (L8-9) ; 7- F (L9)

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the students to move to page 162.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and choose the best option. Allow them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Ask them compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task

- Inform the students that they will work with their neighbour to complete the dialogue.
- Allow them enough time to complete the task
- When time is over, make them stop and call a few pairs to perform their dialogue
- Conduct feedback and write the correct answers on the board.

**Expected answers :**

**A-** The text is about computers

**B-** 1- d ; 2- e ; 3- b ; 4- a ; 5- f ; 6- c

**C-** 1- F (L1-2) ; 2- F (L1-2) ; 3- T (L2) ; 4- F (L5-6) ; 5- F (L10-11)

**D-**

1- What is a program ?
2- Word processing and Spreadsheet
3- A word processing program is used to type texts.
4- We used a Spreadsheet for making tables.
5- Thanks !

## LESSON 2 : WHAT A WONDERFUL CELLPHONE !

**Lead-in :** Tell the students to turn to page 164. Then, ask them to read the quotation from Mason Cooley at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| On what occasion is the scene taking place ? | During a meeting of the English Club of College Moderne of Dualla. |
| What do the students of 4e do ? / Why ? | They listen read a text about the uses of cellphones in order to discuss their importance in modern life. |
| What will the lesson be about ? | The lessons will be about cellphones. |
| What main skill are we going to perform ? | It's ***Reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

## SESSION 1

### A - LET'S EXPLORE

**Look, listen and repeat 1** *(Vocabulary content)*

- Read the dialogue aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to phones.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the key structures used to describe the functions of a phone.
- Ask them to repeat after you. Illustrate the structures on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

### B - LET'S PRACTISE

Exercise 1 :

- Individual work
- Give the students a few minutes to complete the task.
- When time is over, ask the students to stop writing and call out their answers.
- Conduct feedback and write the correct answers on the board.

**Expected answers :** 1- a telephone ; 2- a sim card ; 3- networks ; 4- a charger ; 5- a cellphone

Exercise 2 :

- Pair work
- Give the students a few minutes to reorder the words or expressions in order to find meaningful sentences related to the function of a telephone.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- People use telephone to keep in touch.
2- Bouri uses a smartphone for surfing on social networks.
3- We use a charger for charging the battery.
4- Dad uses his cellphone to run his business.
5- Some candidates use WhatsApp for cheating.

**C - LET'S TAKE HOME**

Tell students to do the exercise at home following the example and get ready for feedback next class.

**Expected answers :**

1. The text is about the uses of a smartphone.
2. A smartphone is a cellular phone with an integrated computer.
3. A smartphone can be used to engage with friends and family on social networks, to run one's business and to post personal updates while on the go.

**LET'S KEEP IN MIND :**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 2**

**A- LET'S EXPLORE**

**Look, listen and repeat 1** *(Vocabulary content)*

- Read the text aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it. Introduce

the new words or expressions in colour related to cellphones.

- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Ask the students to look at the pictures.
- Read out the sentences to them.
- Lay the stress on the structures used to express past actions.
- Use a table to show them the difference between regular verbs and irregular verbs.

## B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or groups of words in Column A with their meanings or synonyms in Column B
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- c (example) ; 2- d ; 3- a ; 4- e ; 5- f ; 6- b

Exercise 2 :

- Individual work / Pair work

- Give the students a few minutes to put the verbs in brackets in the correct tense and form.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1. Steve Jobs **invented** iPhone in 2007.
2. Last year, the government **extended** the local phone number to 10 digits.
3. Yesterday, I **bought** a new smartphone.
4. Hermann **sent** an SMS to his American friend last week.
5. Last week, Ibrahim's phone **broke** down.
6. My uncle **made** a call an hour ago.

**C - LET'S TAKE HOME**

Tell the class to do the exercise at home and get ready for feedback next class.

**Expected answers :** 1- Airtime ; 2- Dial ; 3- Send ; 4- Message ; 5- Call

**LET'S KEEP IN MIND**

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

**SESSION 3**

- Tell the students to move to page 169.
- Allow them to read carefully the instructions.
- Inform them that they are going to read the text and do the first three (3) tasks.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and do it. Ask them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Ask them to compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task.
- Inform the students that task D is about writing an article. Allow them enough time to do their production.
- When time is over, make them stop and conduct feedback

- ask a few students to present their work.
- write a consensual article for the class to take.

**Expected answers**

**A-** The text is about the use of the telephone.

**B-** 1-d (example); 2- a ; 3- e ; 4- c ; 5- f ; 6- b

**C-**

1- The telephone was invented in 1876.
2- The users of the telephone are businessmen, government, household etc...
3- A telephone is used for communicating with distant people.
4- The main elements of the telephone are the microphone (the transmitter) and the earphone (the receiver).

**D- A SAMPLE OF ARTICLE**

**THE IMPORTANCE OF THE TELEPHONE**

*If there is an appliance which is firmly rooted in our daily life today, it's the telephone. Originally invented to help distant people to keep in touch through calls, the telephone has turned to be an essential element of daily life. It has become quite impossible to live without it today. With the appearance of smartphones, we can do everything with a telephone. We can make calls, send messages, watch videos and play games. Students and teachers can use it to browse the website and find relevant information for their essays. Telephone has really become indispensable for us today.*

*YOLLA Joel*

## LESSON 3 : STAY CONNECTED !

**Lead-in :** Tell the students to turn to page 171. Then, ask them to read the quotation from Stephen Hawking at the right corner and try to comment on it. Allow a couple of minutes for brainstorming.

**Note :** Keep in mind that this section is not compulsory.

**Learning context :** Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

| POSSIBLE QUESTIONS | EXPECTED ANSWERS |
|---|---|
| At what occasion is the scene taking place ? | During a meeting of the English club of Lycée Municipal of Koumassi. |
| What do the students of 4e do ? / Why ? | They read a text related to Internet to talk about its importance in today's society. |
| What will the lesson be about ? | It will be about Internet. |
| What main skill are we going to perform ? | The skill to perform is ***Reading***. |

**Note :** The above questions should be conducted orally. No need to write them on the board.

**SESSION 1**

**A - <u>LET'S EXPLORE</u>**

**Listen and repeat** *(Vocabulary content)*

- Read the dialogue between a granddad and his grandson aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to the Internet.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat 2** *(Language function)*

- Read aloud Yannis'speech to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the use of the present perfect.
- Ask them to repeat after you. Illustrate the present perfect on the board. Finally, choose a few students to read the speech aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to use the descriptions from the box to identify the pictures.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- a website ; 2- a homepage ; 3- a WI-FI modem ; 4- social medias ; 5- a mailbox ; 6- an email address

Exercise 2 :

- Individual work / Pair work

- Give the students a few minutes to put the verbs in brackets in the present perfect.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :**

1- We **have received** many messages in the mailbox. (example)
2- Dad **has bought** a new desktop computer for a home use.
3- Yahoo **has updated** its homepage recently.
4- They **have connected** the computer to the WI-FI modem.
5- Facebook **has turned** into Meta.

**C - LET'S TAKE HOME**

Tell students to do the exercise at home following the example and get prepared for feedback next class.

**Expected answers :**

| 1- To write an email | 2- To create an email address |
|---|---|
| I have written an email.<br>You have written an email.<br>He / She / It has written an email.<br>We have written an email.<br>You have written an email.<br>They have written an email. | I have created an email address.<br>You have created an email address.<br>He / She / It has created an email address.<br>We have created an email address.<br>You have created an email address.<br>They have created an email address. |

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

## SESSION 2

### A - LET'S EXPLORE

**Listen and repeat** *(Vocabulary content)*

- Read the dialogue between Sidney and Fatim aloud to the students.
- Tell them to follow and listen while you are reading.
- Then, let them read it silently.
- Ask a few general questions to check if they understood it.
- Introduce the new words or expressions in colour related to the Internet.
- Model the pronunciation of each word or expression, then associate the sound of the word or expression to its meaning and ask students to repeat after you.
- They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys, etc. can be applied).
- Make sure that the pronunciation is appropriate and mastered.
- Finally, write the word or expression on the board and illustrate it.
- Do the same for each word or expression.

**Look, listen and repeat** *(Language function)*

- Model the dialogue to the students.
- Use gestures and demonstrations to help them understand it.
- Then, lay the stress on the use of the present perfect with "since" and "for".

- Ask them to repeat after you.
- Illustrate the structure on the board.
- Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

**B - LET'S PRACTISE**

Exercise 1 :

- Individual work / Pair work

- Give the students a few minutes to match the words or expressions in Column A with their meanings or synonyms in Column B
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- f (example) ; 2- e / 3- d / 4- g / 5- a / 6- c / 7- b

Exercise 2 :

- Individual work / Pair work

- Give the students a few minutes to complete the sentences with "since" or "for".
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
  - ask students to suggest their answers.
  - write the correct answers on the board.

**Expected answers :** 1- since / 2- for / 3- for / 4- since / 5- for

**C - LET'S TAKE HOME**

Tell students to do the exercise at home following the example and get prepared for feedback next class.

**Possible answers :**

1. I have created my email since 2010.
2. I have used this phone since my last birthday party.
3. Elvis has sent the file since last week.
4. Amy has used a computer for 7 years.
5. I have learned English for 10 months.
6. I have got connected to the WI-FI for an hour.

**LET'S KEEP IN MIND**

At the end of the lesson, tell the students to keep what is in the box in mind**.**

**SESSION 3**

- Tell the students to move to page 176.
- Allow them to read carefully the instructions.
- Inform them that they are going to read two texts in order to do the first three (3) tasks.
- Introduce the tasks one after the other.
- Allow the students a couple of minutes to deal with the first task. Ask them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to do task B. Ask them to compare their answers with their neighbours' before conducting feedback. Then, move to the next task.
- For task C, allow the students about a few minutes to complete it. Ask the students to compare their answers with their neighbours' before conducting feedbacks. Then, move to the next task.
- For task D, inform the students that they will write a speech.
- Allow them enough time to complete the task.
- Move around and provide help if necessary.
- When time is over, the students to stop and conduct feedback.
  choose a few students to read their production to the class.
  encourage their classmates to pay attention.
  conduct feedback and write a consensual writing for the students to take.

**Expected answers :**

**A-** The text is about the uses of the Internet

**B-** 1- d (example) ; 2- f / 3- a / 4- c / 5- b / 6- e

**C-**

1- The Internet is used by students to gather information so as do the research or add to the knowledge of any sorts :

2- The Internet provides the service of communication and information.

3- No.

**D-**

*Ladies and gentlemen,*

*The Internet has become part of our lives today. Its importance is no more to be denied. Sometimes called the "Net", the Internet is a worldwide system of computer networks. It is a door open to the world. It helps to get connected to the whole world, to get any information in a short time. It is useful for everyone, students, workers, businessmen etc... The Internet makes things easier than they have never been before.*

*Thank you for listening to me.*

## LET'S CONSOLIDATE 8

Ask students to do the different activities to consolidate their knowledge.

**I- Activity**

1- mouse (example) ; 2- monitor ; 3- smartphone ; 4- compact disc ; 5- laptop ; 6- printer ; 7- CPU ; 8- sim card.

**II- Activity**

1- Bill Gates **invented** Microsoft in 1990. (example)
2- The students **have studied** computer for 5 years.
3- Allan **has taught** ICT since 2010.
4- My mother **bought** a new smartphone last week.
5- We **sent** an email one month ago.

**III- Activity**

1- We use a smartphone **for** accomplishing many tasks; (example)
2- Businessmen use the telephone **to** develop their business.
3- The teacher uses the WI-FI modem **to** connect his computer to the Internet.
4- People use computers **for** browsing the Internet.
5- Aicha and Phoebe use Messenger **for** text chatting.

**IV.** a- for (example) ; b- to ; c- since ; d- for ; e- to

LET'S HAVE FUN

Ask the students to complete the crossword puzzle.

**Expected answers :**

1- Speakers / 2- Microphone / 3- Webcam / 4- Scanner / 5- Mouse / 6- Headphones / 7- Keyboard / 8- DVD burner / 9- Tower / 10- Cable / 11- Monitor / 12- Printer

# MY ENGLISH TESTS

## TEST 1 : FIRST SCHOOL DAY

| CORRIGE | BAREME |
|---|---|
| **PART ONE :** READING FOR COMPREHENSION (8 points) | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – i | 0,5 |
| 2 – h | 0,5 |
| 3 – d | 0,5 |
| 4 – j | 0,5 |
| 5 – e | 0,5 |
| 6 – c | 0,5 |
| 7 – f | 0,5 |
| 8 – a | 0,5 |
| 9 – b | 0,5 |
| **B - COMPREHENSION CHECK** | |
| Accorder 1 point à chaque bonne réponse. | 4 points |
| Example : 1 – a | 1 |
| 2 – a | 1 |
| 3 – a | 1 |
| 4 – a | 0,5 |
| 5 – b | 0,5 |
| **PART TWO : LANGUAGE IN USE (6 points)** | |
| **Task A :** Accorder 1 point à chaque réponse juste. | 3 points |
| Example : 1 – will | 1 |
| 2 – would | 1 |
| 3 – would | 1 |
| 4 – will | |
| **Task B :** Accorder 1 point à chaque bonne réponse. | 3 points |
| Example : 1 – were | 0,75 |
| 2 – did | 0,75 |
| 3 – used | 0,75 |
| 4 – did | 0,75 |
| 5- used | |

| | |
|---|---|
| **<u>PART THREE</u> : WRITING (6 points)**<br>Accorder 1 point à chaque bonne réponse.<br>**You (1) :** My holidays lasted about two months.<br>**You (2) :** No, I went alone. / Yes, I did<br>**You (3) :** I played marbles with my friends.<br>**You (4) :** Oh yes, I did enjoy them. / No, I didn't<br>**You (5) :** I came back last week.<br>*NB : Toute réponse juste dans la forme doit être acceptée par le correcteur et recevoir par conséquent le point.* | 6 points<br>2<br>1<br>1<br>1<br>1 |

## TEST 2 : THE PLACE OF WOMEN IN SOCIETY

| CORRIGE | BAREME |
|---|---|
| **<u>PART ONE</u> :** READING FOR COMPREHENSION (8 points) | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – f | 0,5 |
| 2 – e | 0,5 |
| 3 – g | 0,5 |
| 4 – i | 0,5 |
| 5 – a | 0,5 |
| 6 – h | 0,5 |
| 7 – b | 0,5 |
| 8 – d | 0,5 |
| 9 – c | 0,5 |
| **B - COMPREHENSION CHECK** | |
| Accorder 1 point à chaque bonne réponse. | 4 points |
| Example : 1 – b | 1,5 |
| 2 – b | 1 |
| 3 – c | 1,5 |
| 4 – a | |

| | |
|---|---|
| **<u>PART TWO</u> : LANGUAGE IN USE (6 points)** | 3 points |
| **Task A :** Accorder 1 point à chaque réponse juste | |
| 1- The elder said that man and woman were compared to the two sides of the same coin. (Example) | |
| 2- A wise man advised the young girls that the main responsibility of a woman was to preserve human race. | 1 |
| 3- A scientist repeated that it was only the women who could bear and give birth to children. | 1 |
| 4- The Minister recognized that women could do much more to reform humanity. | 1 |
| **Task B :** Accorder 1 point à chaque bonne réponse | 3 points |
| Example : 1 – a | |
| 2 – c | 1 |
| 3 – a | 1 |
| 4 – b | 1 |
| **<u>PART THREE</u> : WRITING (6 points)** | 6 points |
| Accorder 1 point à chaque bonne réponse | |
| **You (1) :** No, I don't think so. I think that women have fewer rights than men. | 1 |
| **You (2) :** Inequality still exists in many fields like in education and workplaces etc... | 1 |
| **You (3) :** The government must grant equal wages to women for the same job as men. | 1 |
| **You (4) :** The government must enforce the laws against any form of sexual harassment and violence in order to protect women. | 1 |
| **You (5) :** Women have many duties. It is women's responsibility to respect their husbands, to feed the family, to babysit the children, to take care of the house etc... | 1 |
| **You (6) :** No. Most women are not aware of their rights as well as their duties because they are not educated. | 1 |
| *NB : Toute réponse juste dans la forme doit être acceptée par le correcteur et recevoir par conséquent le point.* | |

## TEST 3 : TRAVELLING

| CORRIGE | BAREME |
|---|---|
| **PART ONE :** READING FOR COMPREHENSION (8 points) | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – a | 0,5 |
| 2 – d | 0,5 |
| 3 – g | 0,5 |
| 4 – i | 0,5 |
| 5 – e | 0,5 |
| 6 – b | 0,5 |
| 7 – f | 0,5 |
| 8 – c | 0,5 |
| 9 – h | 0,5 |
| **B - COMPREHENSION CHECK** | |
| Accorder 1 point à chaque bonne réponse. | 4 points |
| Example : 1 – T (L1) | |
| 2 – F (L3-4) | 1 |
| 3 – F (L6) | 1 |
| 4 – T (L12) | 1 |
| 5 – T (L15) | 1 |
| **PART TWO :** LANGUAGE IN USE (6 points) | |
| **Task A :** | |
| Accorder 1 point à chaque réponse juste | 3 points |
| 1- by sailing | 1 |
| 2- bicycle (Example) | |
| 3- walks | 1 |
| 4- travel by plane | 1 |
| **Task B :** | |
| Accorder 1 point à chaque bonne réponse | 3 points |
| 1- prefer (Example) | |
| 2- would rather | 1 |
| 3- prefers | 1 |
| 4- prefer | 1 |

| **PART THREE : WRITING (6 points)** | ***6 points*** |
|---|---|
| - Layout of the paragraph | 1 |
| - Content | 3 |
| - Language accuracy | 1 |
| - Grammar correctness | 1 |
| *NB : Toute réponse juste dans la forme doit être acceptée par le correcteur et recevoir par conséquent le point.* | |

**Sample paragraph**

My name's Soumahoro Mariam. I live in Séguéla. In my region, people use all the different means of transport. Farmers sometimes walk or use horses, bicycles or motorcycles to go to their farms. Travellers use vans, cars and coaches to go to the nearby cities or to Abidjan. People can also take the airplane if they feel the need to travel in the air. In Séguéla, people prefer motorbikes. As far as I am concerned, I would rather travel by car because it is safer and more comfortable.

## TEST 4 : FASHION SHOWS

| CORRIGE | BAREME |
|---|---|
| **PART ONE :** READING FOR COMPREHENSION (8 points) | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1- event : b- occasion | 0,5 |
| 2- showcase : c- advertise | 0,5 |
| 3- upcoming : f- future | 0,5 |
| 4- trends : h- modes | 0,5 |
| 5- both : a- the two | 0,5 |
| 6- global : i- international | 0,5 |
| 7- runway : d- the stage where models walk | 0,5 |
| 8- outfit : g- clothing item | 0,5 |
| 9- in accordance to : e- in agreement with | 0,5 |
| **B - COMPREHENSION CHECK** | 4 points |
| 1- Fashion shows start every season, particularly the summer and winter seasons. | 1 |
| 2- The two most influential Fashion Weeks take place in Paris and New York. | 1 |

| | |
|---|---|
| 3- No, clothing does not enlighten the runway. But clothing is illuminated on the runway using various forms of lighting and special effects. | 1 |
| 4- It's the designer who makes the decision about the order in which each model walks. | 1 |
| **PART TWO :** LANGUAGE IN USE (6 points) | |
| **Task A :** Accorder 1 point à chaque réponse juste | 3 points |
| 1- shouldn't (Example) | |
| 2- should | 1 |
| 3- should | 1 |
| 4- shouldn't | 1 |
| **Task B :** Accorder 1 point à chaque bonne réponse | 3 points |
| 1- because of (Example) | |
| 2- because | 1 |
| 3- because | 1 |
| 4- because of | 1 |
| **PART THREE :** WRITING (6 points) | |
| - Layout of the paragraph | 1 |
| - Content | 3 |
| - Language accuracy | 1 |
| - Grammar correctness | 1 |

**Sample paragraph**

A fashion show is a cultural and commercial event during which the designers exhibit their new collection of clothing items. They are important events because they give insight into the culture of the stylist as well as they create beauty. They help people build their own personality by the choice of their style. Different people take part in a fashion show; the designers advertise their creations; the models display these creations on the catwalk in front of the audience which is composed of customers of these trendy clothes. It is necessary to witness such an event in order to better know about your culture and the culture of others.

## TEST 5 : RURAL EXODUS

| CORRIGE | BAREME |
|---|---|
| **<u>PART ONE</u> : READING FOR COMPREHENSION (8 points)** | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – c | 0,5 |
| 2 – j | 0,5 |
| 3 – a | 0,5 |
| 4 – h | 0,5 |
| 5 – b | 0,5 |
| 6 – i | 0,5 |
| 7 – e | 0,5 |
| 8 – g | 0,5 |
| 9 – d | 0,5 |
| **B - COMPREHENSION CHECK** | |
| Accorder 1 point à chaque bonne réponse. | 4 points |
| Example : 1 – F (L1) | |
| 2 – F (L2) | 1 |
| 3 – T (L5) | 1 |
| 4 – F (L7) | 1 |
| 5 – T (L8) | 1 |
| **PART TWO : LANGUAGE IN USE (6 points)** | |
| **Task A :** Accorder 1 point à chaque réponse juste | 3 points |
| 1- moved (Example) | |
| 2- lived | 1 |
| 3- worked | 1 |
| 4- earned | 1 |
| **Task B :** Accorder 1 point à chaque bonne réponse | 3 points |
| 1- wishes (Example) | |
| 2- excited | 1 |
| 3- in order to | 1 |
| 4- due to | 1 |

| | |
|---|---|
| **<u>PART THREE</u> : WRITING (6 points)** | 6 points |
| - *Layout of the paragraph* | 1 |
| - *Content* | 3 |
| - *Language accuracy* | 1 |
| - *Grammar correctness* | 1 |

**Sample paragraph**

Rural exodus or rural migration is the massive movement of young people from villages to cities. This phenomenon is caused by different reasons. For the youth, villages are not attractive as they lack all the facilities you can find in cities. Villages are boring because there are no entertainment places like pubs, cinemas, night clubs etc. Tiring farm work is another reason why young people migrate to cities. The top reason of rural exodus is the fact that young people consider the city as a place where they can find better living conditions because there are many job opportunities there. However, the consequences of rural exodus both on cities and villages are numerous. In the village, there is depopulation and a lack of manpower for farm work. So, there can be famine in villages as the elders abandoned in the villages are not strong enough to cultivate the land. On the other hand, there will be an overpopulation in the cities which can result in housing problem and unemployment

## TEST 6 : THE GIANT OF AFRICA BECOMES A GIANT OF HUMAN RIGHTS

| CORRIGE | BAREME |
|---|---|
| **<u>PART ONE</u> :** READING FOR COMPREHENSION (8 points) | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – e | 0,5 |
| 2 – g | 0,5 |
| 3 – d | 0,5 |
| 4 – a | 0,5 |
| 5 – i | 0,5 |
| 6 – h | 0,5 |
| 7 – c | 0,5 |
| 8 – f | 0,5 |
| 9 – b | 0,5 |

| | |
|---|---|
| **B - COMPREHENSION CHECK** | 4 points |
| 1- Accorder 1 point à chaque bonne réponse | |
| 2- Nigeria is called the "Giant of Africa" because it is the most populous country in Africa. | 1 |
| 3- The representative of Youth for Human Rights (YHR) is Pascal Chukwuebuka Nwoga. | 1 |
| 4- Yes, he did because he said they lacked human rights knowledge in Nigeria. | 1 |
| 5- No. He grew up in an environment where some kids are ill-treated. | 1 |
| **<u>PART TWO</u> :** LANGUAGE IN USE (6 points) | |
| **Task A :** Accorder 1 point à chaque réponse juste | 3 points |
| 1- have to (Example) | |
| 2- has to | 1 |
| 3- don't have to | 1 |
| 4- doesn't have to | 1 |
| **Task B :** Accorder 1 point à chaque bonne réponse | 3 points |
| 1- know (Example) | |
| 2- since | 1 |
| 3- permitted | 1 |
| 4- don't agree with | 1 |
| 5- fighting | |
| **<u>PART THREE</u> : WRITING (6 points)** | 6 points |
| - Layout of the article (Title ; Body of the article ; Signature) | 1 |
| - Content | 3 |
| - Language accuracy | 1 |
| - Grammar correctness | 1 |

**Sample paragraph**

**Children's rights and duties**

All children all over the world have some rights and duties. The main rights of children are the right to life, the right to a name, the right to a nationality, the right to love, the right to nutrition, the right to protection, the right to healthcare and the right to live in a secured and good environment. All children are entitled to these rights and should fully enjoy them.

Children's duties can be divided into two parts. At school, children must respect the school staff and regulations. They must work hard too in order

to get good results ; they also have to keep their school environment clean in order to stay in good health. At home, they have to help in the housework, respect and obey their parents.
Generally speaking, children's rights are respected in my country because their basic rights are protected by the laws implemented by the government.

Mamadou TRAORE

## TEST 7 : KOBENAN'S DISEASE

| CORRIGE | BAREME |
|---|---|
| **PART ONE : READING FOR COMPREHENSION (8 points)** | |
| **A - VOCABULARY** | |
| Accorder 0,5 point par réponse juste. | 4 points |
| Example : 1 – j | 0,5 |
| 2 – g | 0,5 |
| 3 – b | 0,5 |
| 4 – e | 0,5 |
| 5 – i | 0,5 |
| 6 – a | 0,5 |
| 7 – d | 0,5 |
| 8 – c | 0,5 |
| 9 – h | 0,5 |
| **B - COMPREHENSION CHECK** | |
| Accorder 1 point à chaque bonne réponse. | 4 points |
| 1- Kobenan suddenly felt unwell a month ago. | 1 |
| 2- He had a temperature; he sneezed and had a sore throat. | 1 |
| 3- His father recommended that they should go to the hospital. | 1 |
| 4- Ten days later, kobenan fully recovered. | 1 |
| **PART TWO : LANGUAGE IN USE (6 points)** | |
| **Task A :** Accorder 1 point à chaque réponse juste | 3 points |
| 5- was (Example) | |
| 6- came | 1 |
| 7- transmitted | 1 |
| 8- took | 1 |

| | |
|---|---|
| **Task B :** Accorder 1 point à chaque réponse juste<br>1- caused (Example)<br>2- ought<br>3- had better not<br>4- think | 3 points<br><br>1<br>1<br>1 |
| **<u>PART THREE</u> : WRITING (6 points)**<br>- Layout of the paragraph<br>- Content<br>- Language accuracy<br>- Grammar correctness | 6 points<br>1<br>3<br>1<br>1 |

**Sample paragraph**

Malaria is an acute febrile illness caused by the plasmodium parasites which are spread to people through the bites of infected female anopheles. The illness is endemic to tropical regions and places where there are a lot of ponds and bush. The first symptoms of the disease are fever, headache and chills. Although malaria can be easily treated with an anti-malaria pills, it can prove to be fatal if not diagnosed on due time. To prevent malaria, one must clean the surroundings of their living place, empty the different ponds near the house or sleep under a mosquito net. When you are suffering from malaria, you must go to the hospital so that a doctor gives you an adequate treatment.

## TEST 6 : THE GIANT OF AFRICA BECOMES A GIANT OF HUMAN RIGHTS

| CORRIGE | BAREME |
|---|---|
| **<u>PART ONE</u> :** READING FOR COMPREHENSION (8 points)<br><br>**A - VOCABULARY**<br>Accorder 0,5 point par réponse juste.<br>Example : 1 – a<br>2 – g<br>3 – e<br>4 – h<br>5 – i<br>6 – d<br>7 – f<br>8 – c<br>9 – b | <br><br><br>4 points<br>0,5<br>0,5<br>0,5<br>0,5<br>0,5<br>0,5<br>0,5<br>0,5<br>0,5 |

| | |
|---|---|
| **B - COMPREHENSION CHECK**<br>Accorder 1 point à chaque bonne réponse | 4 points |
| 1- F (L2) (Example) | |
| 2- F (L6) | 1 |
| 3- F (L7) | 1 |
| 4- F (L9-10) | 1 |
| 5- T (L11) | 1 |
| **<u>PART TWO</u> : LANGUAGE IN USE (6 points)**<br>**Task A :** Accorder 1 point à chaque réponse juste. | 3 points |
| 1- used for (Example) | |
| 2- used for | 1,5 |
| 3- used to | 1,5 |
| **Task B :** Accorder 1 point à chaque bonne réponse | 3 points |
| 1- 2004 | 1 |
| 2- since | 1 |
| 3- for | 1 |
| **<u>PART THREE</u> : WRITING (6 points)** | 6 points |
| - Layout of the paragraph | 1 |
| - Content | 3 |
| - Language accuracy | 1 |
| - Grammar correctness | 1 |

**Sample paragraph**

The history of computers goes back over 200 years. At first theorized by mathematicians and entrepreneurs, during the 19th century, mechanical calculating machines were designed and built to solve the increasingly complex number-crunching challenges. The first computers were people, individuals and teams who would tediously compute sums by hand to fill in artillery tables. Inspired by the work of a computing team in revolutionary France, Charles Babbage, a British mathematician, created the first mechanical device that could organize calculation. The advancement of technology enabled ever more complex computers by the early 20th century, and computers became larger and more powerful.

Today, computers are almost unrecognizable from designs of the 19th century, such as Charles Babbage's Analytical Engine or even from the huge computers of the 20th century that occupied whole rooms, such as the

Electronic Numerical Integrator and Calculator. Nowadays, computers have become smaller and more powerful. They are used in all domains of life in offices and at home. With the invention of internet, one can use a computer for communicating with farther relatives or to process texts or to play games or to watch films. Computers have become part of our daily life.

Mardochée N'GUETTIA

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